CHAPTER 2

EDUCATIONAL TELEVISION IN OTHER COUNTRIES
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2.1. The Need for a Comparative Study

A comparative analysis of analogous systems are likely to reveal appropriate methods suitable to a clime. Comparisons develop competitions which sow seeds for innovations and improvements. Such studies give a comprehensive, factual impression over the status of distinct systems with different experiences. The harsh fact is that the bulk of Indian intellectual stretches have always their roots deep in the ideological straight-jackets of western experience. Perhaps it is in the consonance of its philosophy that "let nobel thoughts come from every where" (Rigveda). Thus any survey or experiment in a given relevant field would be meaningful only when they are conducted with full cognisence of the backdrop of the phenomena in the context of related experience elsewhere. India being a late entrant in the field of Educational Television has necessarily started its programmes taking advantage of the existing systems in other countries, with the study of loopholes, gaps and interstices if any, in their working. When the Countrywide Classroom programmes, which were intended to cater to the needs of the undergraduate students, were started in the year 1984, already Educational Television programmes where fully developed and adopted with positive results in the countries like United Kingdom, United States of America, Japan and Australia.
The Taskforce on the utilization of INSAT IB, a responsible committee given the responsibility of implementing UGC CWCRP, was particularly impressed and inspired by the working of those programmes. Infact, the members of the above committee studied the systems in some of the other countries to have firsthand information about the working of similar projects. The policy makers, educationists and others who have canvassed for the introduction of such programmes often lied on and quoted the experience of similar projects elsewhere in the world. Thus any study with reference to educational television in India would not be complete unless an analogous doctrinaire survey is carried out by bringing out necessary conclusions. This would provide a guiding principle to the policy makers to rationalise, and modify, the existing system usefully.

In this chapter an attempt has been made to study the educational television project or programmes in other countries. However in view of the scope and ambit of the work and practical limitations based upon time and space a representative sample of a few countries has been taken.

The pioneering and advanced countries in the field of educational television like the UK, France, Canada, USA, Australia, Japan and China are studied besides Pakistan and Iran as representative samples of developing Countries. Poland for its specific programme to improve the qualifications of teachers who are not graduates and Singapore to study the effect of educational television in a small nation, have also been
studied as representative sample to study the implications of educational television.

2.2 Commonwealth Broadcasting Association and its contribution to Educational Television

It may be pertinent to note that Britain, Canada, Australia, Pakistan, Singapore and India are also the members of commonwealth Broadcasting Association which was founded in 1945. At present, it has a membership of more than 52 commonwealth countries. India is a founder member of this association entering with All India Radio in 1945 and with the Doordarshan in the year 1976. This Association recognizes the importance of Radio and Television services as a means of information, education and entertainment and requires close co-operation between the member countries to achieve the said objective by periodic evaluation through meetings and conferences. Regional Groups are also formed within the scope of this association. Education through the media of Radio and Television was a common agenda in all the conferences. In 1952, at a conference convened in Britain, it was recognized for the first time that education should not depend on literacy as a pre-requisite of learning. There were separate technical and educational broadcasting committees to concentrate more on educational broadcasting. Another conference in Canada in 1963 tried to stimulate the educational programme of a very wide range through television. The conference resolved that there should be as much exchange as possible of basic educational broadcasting
material between member organizations. The New Zealand conference of 1968 emphasized that the educational broadcasting policies should be continuously under review. The Singapore conference of 1976 recommended that the educational television should not be confined to primary and secondary school levels. A proposal relating to the setting up of a Commonwealth Radio and Television Programme Bank was put forth to ensure unimpeded flow of educational and cultural broadcasting material between the member countries. It is interesting to note that this conference recognized the Satellite Instructional Television Experiment in India (SITE) as unique in the history of modern communications. The Mauritius Conference of 1978, consequent upon the study undertaken by a sub-committee on Educational Broadcasting highlighted the importance of exchange of experiences between commonwealth countries with regard to some common developments and recognized the importance of adult and continuing education as a growth area. The Australian Conference of 1980 stressed the need to educate school teachers in the proper use of Educational Radio and Television Programmes as a supplement to classroom teaching. The Conference in Canada in 1982 explored the viability of the use of cassettes in transmitting educational programmes. The Cyprus Conference of 1990 formulated an eight point agenda which included the management of Educational broadcasting. Thus the Commonwealth Broadcasting Association has provided a common platform for the member countries to exchange their views over a variety of problems relating to broadcasting which
included educational television. Consequently the experiences of these countries will have imprints of each other. The study of representative countries of commonwealth nations will be useful for analogous scanning of educational television programmes in comparison with India.

2.3 Great Britain-A Successful Partnership of Open University and BBC

India was under the governance of Britain for centuries. India inherited from England not only the parliamentary system but also the educational system. In fact, the use of effective radio communication in India was started and developed during the British period. The British Broadcasting system was very popular in India at that time. Hence the experiences of educational television in Great Britain provide an opportunity to ferret out the fundamental characteristics of the Indian model and it also provides an opportunity to appraise the system as it existed in England which gave useful directions to develop the Indian system.

The first stage of development the BBC Radio in England spans the year between early 1920’s till after the II world war. From 1950 onwards there was a remarkable development of national broadcast television. This period is considered as a stable and responsible period despite the disturbances caused by the commercial TV in 1955 and BBC’s second channel in 1964. However, all through this period it could maintain its traditional heritage and ethos of cultural standards, motivation of public service and protection of universal
interests.

The establishment of the open university with educational broadcasts provided an opportunity for adults to pursue on part-time basis either the courses leading to a degree or those in continuing education. The TV and Radio broadcasts constitute an important element of teaching. Initially it was thought that the system should facilitate the learner and as a result several most sophisticated multi-media systems and packages were devised which are useful even today.

The open university occupied a unique position when it was incorporated through a Royal Charter in the year 1969 making it fully autonomous degree awarding institution. By 1983 it had 85,000 students on its rolls. The fee payable by the students constitutes only 50% of the undergraduate budget. The programmes of continuing education are based upon self-financing. The courses were developed and designed by the academicians, educational technologists, editors, course managers, staff tutors and broadcast producers. The broadcast producers employed by the BBC had discussions with the academicians in developing the programs. Besides TV broadcasts and audio cassettes the students have correspondence, face to face tutoring, home kits and Radio or computer aided learning tools. The open university collaborates with the BBC in promoting and operating TV programmes. This makes the open university unique as it is the only non-broadcasting system.
The British Open University extends the academic year to 32 weeks and programmes are transmitted for 35 hours in a week. The concept of knowledge network is developed with the co-operation of British Columbia and Canada based provincial educational communication authorities.

The British Open University also facilitates the non-graduate working teachers to qualify themselves as graduates through part-time study. However, this is not on the lines of the programs envisaged by the National Radio Television University (NURT) of Poland. As it did not make any distinction between teachers and students.

The BBC which has a meaningful partnership with British Open University has 4 educational broadcasting departments, which are mainly funded from its licence revenue. Certain independent TV companies are also required by IBA to provide some ETV programmes raising funds from their own revenues. The establishment of 4th national TV channel provided an opportunity for greater interaction between BBC and ETV companies in transmitting educational broadcasting. BBC 4 since 1983 provided an additional 15 hours programme a week.

The experiments in the UK with reference to distance learning of higher education has been a successful phenomenon. This prompted the other western European countries to start their own national Open Universities. The BBC educational programmes reach nearly ten million people in a week. Millions of Children are benefited, besides four lakh school teachers in the country. It may be pertinent to note that in England the programmes of BBC are considered as an
2.3.1 Great Britain – Other Universities

Some of the universities in U.K. have experimented with the Educational TV. For instance, Glasgow university initially started with CCTV as a teaching medium in the year 1963. It was an experiment of 18 months where several departments of the university tried the use of TV in the learning process. Mostly it formed the integral part of educational system. It revealed the effectiveness of TV over a small group of people in a limited area. It was realized that ETV programme can be utilized effectively if they are made attractive, relevant, and useful to the teachers and the taught with sufficient freedom of action in devising the programmes.

2.4 France – Continuing to Experiment with Educational Television

France is the largest country in western Europe with almost 100 percent literacy rate. It is within the geographical proximity of England, Spain, Italy and Germany.

France started using TV in higher education as early as 1963, as a result of an agreement with the Council of Organization for Economic Cooperation and Development, Paris. Under this agreement, a pilot experiment was initiated at the university of Nancy operating through a lowpower TV transmitter. This experiment was primarily meant to examine the viability of university television stations in resolving the problems facing the scientific and technical education, to
study the use of TV as a teaching tool, to explore the possibilities of meeting the teachers' shortage by the use of educational TV. This pilot experiment with its objectives duly fulfilled, gave necessary impetus for starting distant teaching programmes through TV nearly in 18 universities which have been endowed with low power TV centres. The Television programmes required for this purpose were developed and produced by ENS of saint cloud and FRS.

Still these programmes were largely experimental and used only occasionally. The utility of these programmes related to upgradation of the knowledge of the viewers who had some university training.

In this context, it may be noted that the ETV programme in France is yet to develop to its full potentialities. Even though its neighbours like England and Italy have recognised the importance of using ETV, France, an advanced country in the region, is still in the process of experimenting with ETV.

2.5 Canada- Provincialization of Educational Television

Canada followed the footprints of Canada in its federal structure. Education being the concern of concurrent field for both union and the states, any experience of Canadian model is bound to be of interest to India.

Canada, a neighbour of United States and with a literacy rate of 99%, developed the educational TV way back in the years. Because of its close proximity and cultural bonds
Canada had the imprint of the American system in the field of educational TV also.

Canadian Broadcasting Corporation (CBC) produced some programmes from its early days to cater to the needs of schools. The provincial governments were vested with the responsibility for education in Canada. Thus three provinces of Ontario, Quebec and Alberta set up their own educational TV corporations and took over educational TV operations during 1970's. To avoid offending the sensitiveness of local authorities, the CBC programmes have been primarily enrichment rather than instructional programmes. Some of the general cultural programming carried by Canadian Broadcasting Corporation are again used by local colleges as a basis for adult education courses.

In Canada there was no scope for a Central body for the administration and programming of formal educational material since the subject of education is in the provincial list. Radio Quebec (Quebec), TV Ontario (Ontario), Access Network (Alberta) and the knowledge Network (British Columbia) have developed into four major educational telecommunication networks in Canada at the provincial level.

The need to use television for education was acknowledged by Canadian federal government in the late 60's and early 70's, few organisations like TV Ontario, Access Networks, Radio Quebec and the Atlantic Satellite Network working in collaboration with universities were granted licences.

The launch of Hermes Satellite provided the federal
government to offer Satellite time to organisations interested in television telecasts. The Knowledge Network of British Columbia was set up, which is responsible for both general educational programming and curriculum based programming. A two-way broad band cable system owned by Knowledge Network links three universities, five teaching hospitals, the British Columbia Institute of Technology and the law courts. The material thus generated in any of the studios on each campus is to be communicated directly to any other part of the broadband network.

As a whole channel is devoted to education a lot of time is available and the comparatively low production budget leads to a unique production style. For instance, a two hour lengthy programme consists of several segments, a university lecturer may talk directly into the camera for ten minutes or so and then introduce all parts of a ‘brought-in programme’, followed by a studio discussion of two or three guest experts. A break while students do a short piece of work may be followed by a question session in which students can call in their questions and have them answered on screen.

Knowledge Network is a serious attempt to provide educational institutions with a centralized production and distribution system covering a whole province. It gives some pointers to the opportunities and difficulties likely to be faced by educational institutions in other countries as a result of the introduction of Cable and Satellite Systems.

Canada has a variety of technologies available for
communication. A majority of programming is carried through the cable networks, as Canada is said to be the most heavily cabled nation in the world. The rules and regulations laid down by CRTC (which is one of the nine agencies under the federal department of communications) made it possible for ETV to be available wherever cable is available by a ruling that cable companies allot an essential channel to the local educational station. All the CCTV systems in the universities are termed as Educational Television. As education is a provincial subject, various educational institutions have their own production facilities and they collaborate with educational television organisations for this purpose.

The educational institutions in the various provinces had independent programming to structure television programmes as per the requirements of course syllabi, thus enabling a twenty-four hour programming on Educational Television.

It may be submitted that, till recently education in India was in state list. It has recently been placed on the concurrent list. In the matter of higher education the educational television programmes in India are centrally organized by the University Grants Commission and Indira Gandhi National Open University. Being a multilingual country with different languages of instruction within the distinct linguistic states, it would be highly desirable for India to organise these programmes at the provincial level taking inspiration from the Canadian model. Educational television in the
hands of provinces is a successful phenomenon in Canada.

2.6 U.S.A- A Story of Successful Projects

United States of America which wields enormous power and influence in the committee of nations, is considered to be a fore-runner in developing the educational Television. It has a literacy rate of more than 99%.

The experiments in America have special relevance to India not only because of the fact that Indian democratic structure is widely influenced by the American system, but also by the fact that India has also taken inspiration from America in giving rights to its subjects. More important is that freedom of press which includes media communication (Art.19,(1)(A) in India had the imprints of the first amendment of American Constitution.

The United States of America had sufficient experience in the use of Audio-visual equipment in school broadcasts before starting the Educational Television. Experimental radio stations were accredited with the Educational Institutions as early as the 1920's. The University of Wisconsin, which later became a leading university station, had such an experimental station. It was followed subsequently by University of Salt Lake City (1921) which started regular broadcasts. This experiment was institutionalised by extending such broadcasts to most of the universities by 1925.

In order to overcome the problems caused by extending protective umbrella to commercial broadcasts in 1945 Federal Communications Corporation reserved nearly 20 channels for
non-commercial use. The early Educational Television experiments were conducted during 1932-34 when several mid-western universities started teaching programmes through Scanning Disc Televisions. Till 1939, Iowa State University had an experimental broadcast of nearly 400 educational programmes. The period between 1950 to 60 was marked with educators' attention drawn towards teaching through television. By the early 60's the use of television in schools was widespread.

In the matters of Educational Television, instructional programmes started with the support of Ford Foundation which gave necessary impetus for the future development. Firstly, in the year 1956, Hagerstown of Maryland had closed circuit television linkup with a large number of public schools. This resulted in the creation of statewide Television networks on similar lines, for example, the state of South Carolina had such programs. It is also believed that under its influence Federal Communications Corporation authorised the establishment of Instructional Television Fixed Service (ITFS). The second programme was also started in the year 1956 which was developed by Chicago Television College Telecourse programmes. Chicago Television College experimented with the feasibility of Televised credit courses for home viewers. It gave an impression that the curriculum of a Junior College can be effectively projected on an open circuit television. This brought new types of students in the educational system. The students were able to register for Television courses on various campuses and no distinction was made between television students and on campus students with regard to admission.
requirements, placements etc., except classroom attendance. The Television college offered 25 hours' instruction per week which included at least four live presentations. The lessons were also repeated either on the same day or on the subsequent day for the benefit of students who missed them. The content of the courses were discussed in the conferences spreading over at least two hours. Two one-hour mid/term examinations were conducted. Inspite of the problems involved, the Chicago Television program is considered successful. It has given inspiration for the starting of coast Telecourses, the Southern California Consortium for Community College Television (SCCCCT), the systems of the Miami-Dade Community College and Dallas community college.

The third Program was started in the year 1961 in the name of Midwest program on Airborne Television Instructions (MPATI). Under this program, 6 states jointly developed 'course ware' programming for instruction to be transmitted through two UHS Channels taking signals from two high-flying Transmitters aboard TC 6 Air Craft. This was conducted successfully for 6 years and it formed the basis for such programmes through satellite based systems. MPATI project can also be considered as a forerunner to the Agency for Instructional Television (AIT), Great Plains Instructional Television Library (GPITL), Appalachian Community Service Network (ACSN).

The passing of public Broadcasting Act of 1957 is considered as a landmark in the development of Educational
Television. By virtue of this act, Corporation for Public Broadcasting Services (PBS) with a non-profit motive was established. The federal funding is the prime fiscal source for this corporation besides major contributions from the charitable foundations like Carnegie and Ford. Substantial funding also comes from the community, universities, and local public school authorities. The PBS operates through a network of Educational Television Stations across the nation. Many operate either through the cable or via satellite.

The Stanford University of California during early 70's developed Tutor Video Instruction (TVI). This programme is an unedited and unrehearsed video recording of a class-room lecture which is replayed by the tutor to a group of students ranging between 3 to 10. This programme is stopped as required to discuss the points in the lecture. This was found useful especially for distance education. Another breakthrough in the electronic education in America occurred in the year 1981 when Walter H. Ennenburgh, the owner of Television Guide made a liberal contribution of 150 million dollars as a fifteen year grant to the corporation to produce and develop telecourses. Nineteen community colleges have pioneered the courses and an International University Consortium was formed to design video courses.

The PBS has turned into a leader in Educational Television having more than 370 stations and over 2 lakh students. Most of the courses were designed to cater to the needs at lower levels. The National Technological University offers
satellite lectures to the industrial engineers. The colleges in major cities like Dallas, Denver and Austin offer courses on Cable Television and satellite broadcast. America has a cable network reaching more than half of the American homes; in addition, 2.5 million people have backyard satellite TV reception dishes.

In America, Educational Television had a phenomenal success because of the participation in its development not only by the governmental agencies but also by the liberal cooperation extended by charitable trusts and the community at large. Above all, it is due to the people's interest to learn and enhance their qualifications even while working.

2.7 Australia- The Experiment with Lecture-Controlled Educational Television

Australia is a major partner of the Commonwealth of nations. A country having a continent for itself, it is a multi-cultural society with high literacy rate of 99%. Hence educational Television is considered both essential and beneficial.

Australia has developed television into an integrated media system, and did not prefer it as a separate entity. For the production and distribution of audiovisual teaching aids, each state has its own Audiovisual centre. School Broadcasts Advisory committees attached to Australian Broadcasting commission were established in each state in the early 1930's and school programmes were produced in each capital for broadcast to schools in that State. In view of the mounting costs for productions relating to complex school televi-
tion programmes in mid 1960's, Australia attempted producing a series of programmes which would be useful country-wide. Australian schools started using television programmes by 1976 to the extent of 90%. A very wide range of both enrichment and 'subject specific material' is used.

In 1962, extension centres were established by the universities in the Suburbs of the Sydney. Groups of students listened to the broadcast and held discussions afterwards. By 1966, even television programmes were transmitted to these extension centres by the Universities. The University of New South Wales's radio and television operation was developed by the division of post-graduate extension studies. Nearly forty or more courses are offered each year as full Master's or Graduate diploma subjects in the specialised fields of Engineering, Science, Human Communication and the like.

The establishment of Instructional Media Centre of the Canberra college of Advanced Education in 1973-75, was another notable example. It had six schools offering both sub-graduate diplomas, bachelor's degrees and a master's degree.

The educational television in Australia was sought to serve the purposes of producing teaching material, providing stimulated experiences and enabling the students to learn and produce their own programmes. There were 17,500 student hours of viewing in year.

Students at homes are supplemented by printed notes with diagrams as a substitute of the Black Board along with lec-
tures. The motto of Television University is "If people won't come to our lectures, then our lectures must go to the people". Derek Broad-Bent (1982) has discussed the mode of operation of its instrumentally oriented video studio.

Cost appears to be a major problem in production and presentation of mass media techniques and equipment as the post-graduate extension students happen to be in small groups. A lecture controlled television studio was designed for the programmes due to the cost and educational reasons. As a lecturer controls a slide-projector in a lecture theatre, so also it is the lecturer who is the best person to control what the student sees and hears. The fact that the picture and sound are controlled by him is not concealed, and in fact simply uses the Television Channel as an audio and video aid to explain his points.

The above analysis of Educational Television in Australia leaves an impression that Educational Television has been utilised in that country to the optimum level. Consequently whenever educational television programmes are started in other countries, it is assumed that they have taken the inspiration from Educational Television of Australia.

2.8 Japan - Sophisticated Broadcasting Service with Extensive State Funding

With Extensive State Funding Japan is the archipelago off East-Coast Asia covering the islands of Honshu, Hokkaido, Shikoku and Shikoku, besides a number of other tiny islands. One of the ancient civilizations and legendary empires flourished here. Suffering precarious placement after Cataclismic
disastrous World War II, Japan could recover tremendously and reached the pinnacle of economic technological achievements within a short span of 47 years of post-war development. In educational broadcasting, Japan is considered to be a leading country in Asia with its experimental radio programmes in Tokyo and around since 1931. It had started regular broadcasts in 1933 in Osaka. This period incidentally coincided with the starting of Educational Television in the United States and other industrialised countries.

Japan Educational Television has developed deep roots and established traditions of more than 40 years. It could become a highly successful broadcaster because of national investment and concern in developing the public service utility of the television. Nippon, Huso and Kyokai (NHK) (established in 1955) which is responsible for production and transmission of educational television programmes had a revenue of nearly 2.2 billion equivalent to US dollar by 1985 itself. It supports various telecommunication and clarify television activities to the optimum level.

The homogeneous Japanese Society gives uniformity to educational broadcasts and promotes the integration of these programmes with school instruction. A wide range of adult programmes and programmes for schools are very popular in Japan. The university colleges and correspondence colleges throughout Japan receive sufficient support from NHK transmitted programmes. Since 1950 educational broadcasts are subject to regular survey. These findings, reported in Akiya-
ma at all (1981), give sufficient guidelines for future development. They reveal that the teachers in Japan are making little use of these programmes. The continuous users mostly come from the kindergarten and school levels. The incidence of users is reduced at university level. At school level, NHK provides 120 television programmes each week spreading over 33 1/2 hours. These programmes cover fundamental knowledge of the subjects like Natural Sciences, Social Studies and moral programmes. Almost all the primary schools in Japan are equipped with colour television sets.

NHK conducts a "Japan Prize" festival since 1965 and this festival provides international competition for Education Television broadcasts for member countries of International Telecommunication Union (ITU).

In the year 1981, a law permitting the establishment of the University of AIR foundation was passed in Japan, and consequently University of AIR was established in 1983, which started enrolment in 1985. The main objective of this university is to co-operate with other universities and make full use of the latest knowledge and newest educational technology in order to offer a system of higher education to meet the contemporary needs. At present this university has 50,000 students on its roll and it seeks to expand its area of operation to the whole of Japan. A report of the Radio Regulatory Council recommended in 1993 that the university be designated as one of the main enterprises to utilise the broadcasting satellite.
2.9 China-A Successful Experiment

China is the most populous country and a neighbour of India with cultural co-operation and collaboration since the days of the Mauryan empire. The problems of population growth are controlled and managed efficiently in China which are often cited as worthy of emulation in India. Educational TV programmes are vitally linked with the density of population both in India and China. As in the area of family planning, the planning of ETV in China is watched with keen eyes by the Indian policy makers.

The Ministry of Education in China controls and formulates the policy for education and it also directly looks after some of the vital northern institutions.

China which claims herself as one of the pioneering countries in establishing television universities has introduced correspondence education at the very beginning. The Central Broadcasting and Television University which is also known as Central China Television University (CCTU) started preparation for various courses in 1978 and finally launched them in Feb, 1979. In fact the present Beijing Broadcasting and Television University, connected with CCTU in its original form as Beijing TV College, started functioning in 1960. The establishment of CCTU, however is a major step forward towards the creation of central responsible body for material preparation and course designs. Starting from this central apex body there hierarchy of 28 local Television Universities, at every municipal and provincial level for registration and organisation of students. (Mc Cormick, 1982)
The courses offered and degrees awarded are intended to be, indeed, comparable to those offered and awarded by any other conventional colleges in China. One favourable factor in China is that the formulation of syllabi and monitoring standards are coordinated by the ministry of education which also sponsored CCTU.

It may also be pertinent to note that CCTU also produces books which are comparable to books used in conventional institutions. As per the policy of CCTU, the TV programmes can be used by registered students at their work place. Access to TV sets, tutors for face to face instruction and assigned marking is facilitated by this central policy. Naturally the promotion rate is more than 80% as the weak students are advised not to take the examination. The programme is fully standardised and designed to give the feeling, as nearly as possible, that it is a regular classroom, which includes use of a black board, continuous lecture with necessary break in the middle. The course material is prepared on the basis of standard, conventional text-books. A detailed plan for the whole group is prepared in advance. The course plan is designed with the help of the academic staff. The television directors are responsible only for technical production. In its advance, the system prevailing in China clearly shows that it has developed an effective ETV programmes at the level of higher education and it can be a model especially for the developing and highly populated countries.
2.10 Pakistan - A Partial Success

Pakistan is a fellow SAARC (South Asian Association for Regional Co-operation) Country for India. It experiences a logical extension of all the conditions and the problems of the subcontinent, with the addition of a low literacy rate of only 26%. The programme of educational television was in a dormant state till 1975 and education through television was implemented only in modicum confining to school education in its initial stages.

Television was introduced in Pakistan in 1964. Initially it encountered a lot of criticism, controversy, doubt and scepticism like any other innovation. The development of Pakistan Television (PTV) during the first quarter of its existence, however, was remarkable.

The general pattern of Television use in education has been to begin services for schools and later pay attention to non-formal educational broadcasting via radio, distance teaching institutions particularly in higher education, and most recently cassette distribution systems. Community Television Viewing Centres (CVC) being utilised for promoting nonformal project in support of literacy campaigns. Educational Television division in Pakistan has taken up Adult Functional Literacy (AFL) Projects and made a significant contribution in the field of adult education and functional literacy. The first Adult Functional Literacy project launched on 12th October 1975, with the financial assistance from UNICEF which contributed a major share of the expenditure in the project. A series of other projects were subse-
In Pakistan, the functioning of Community Viewing Centres and Adult Functional Literacy Projects was subject to serious limitations both organizational and financial. The programmes are viable and can help in eliminating illiteracy. However, the shortcomings almost scuttled the achievement of the objectives set for these programmes. The governmental financial support for these programmes is substantially low. This financial crunch has its effect even on developing and maintaining the equipment, payment of honorarium, supply of reading material and the like. Much has to be done in Pakistan to make these programmes viable and relevant. The policy makers in Pakistan should realise that educational television is vital to achieve high literacy rate.

2.11 Iran- NIRTO'S Collaboration with the Free University

Iran is a Persian Gulf Country of Central Plateau surrounded by mountains with unsatisfactory literacy rate of 50% only. The saga of educational television in Iran is that of fluctuating fortunes reflecting the political upheavals. It is a country where educational television is sandwiched between the academics and the National Iranian Radio and Television Organisation (NIRTO). The schemes formulated generally fail in implementation. It will be interesting to note that television programmes for schools and general audience were first started in Iran in the fifties, of course, by a privately owned television station. However, very soon the Ministry of Education of Iran started educa-
tional television as a project. Afterwards National Iranian Radio and Television Organisation was established with the responsibility of school broadcasts. In the year 1973, Free University of Iran was established with the task of teaching the students through distance television programmes. The NIRTO transmitted the programmes twice a week and provided necessary reference copies of these programmes at the local centres.

2.12 Poland- Upgrading the Qualification of Teachers

Poland has a high literacy rate of 98%. It is located geographically in upper central Europe. It has a long pedigree history of Civilization. It developed educational television to enable the graduate teachers to improve their qualifications without having to give up teaching while studying further. The major reforms introduced by the Government of Poland in 1975 aimed at the expansion of secondary education and modernizing techniques and methods of teaching, besides fixing a target of upgrading the qualifications of all the teachers to the graduate level within twelve years.

The National Radio Television University for Teachers (NURT) established by the Ministry of Education was specifically entrusted with the task of upgrading the teachers to graduates. NURT formulated a scheme of four year degree course for the teachers. It broadcast three television and two radio programmes a week at the end of school hours. The materials relating to lectures were published in the fortnightly teachers' journal, "Oświatai Wychowanie". Exercises
and notes were given and seminars and tutorials were organised at local teacher centres in the weekends by Polish National Broadcasting system in consultation with NURT. There is no entry qualification for this course. The Polish teachers were highly benefited through this course.

The curriculum developed by NURT for this purpose was completely in tune with the curriculum developed by the regular universities and teacher training colleges.

The Polish experience underscores the point that the orientation of the teachers and refresher programme if any can be attempted through educational television. As the teaching is a continuous learning process, such programmes may be designed not only for improving qualifications but also to update their knowledge and standards as a part of staff development programmes in different universities.

2.13 Singapore - A Small Country with Big Strides

Singapore is a tiny island with 54 outlining islets. With a literacy rate of 85%, the dominant segment of population (77 percent) is Chinese. Though a small state, its educational television programme services are considered qualitatively and quantitatively significant covering a wide range of impressive programmes. Hence any work on the use of educational television would be incomplete without a reference to Singapore.

With the starting of an Audio-visual department in 1950’s, the Teachers Training College of Singapore entered into the era of educational television. The educational
television programmes in this country are wholly financed by the Government and they are controlled by University of Education. The former Teacher Training College is now reconstituted into Institute of Education and is entrusted with the task of recording educational television programmes on video tapes which are transmitted by national service of Radio/Television of Singapore. The Ministry of Education took interest in installing at least one Television receiver in each school to cater to the needs of the school audience. It produces and transmits programmes from school level to pre-university level. This transmission is extended up to eight times in a week. These programmes are viewed not only by the students but even by other members of the public. In co-operation with the Adult Education Board, the educational television service transmits programmes in the evenings for out of school audience. Singapore has made good strides in the educational television programmes inspite of the resource crunch at times.

2.14 CONCLUSION

This survey suggests that the success of educational television programmes is proportionately dependent upon the technological advancements in respected countries. Thus America could use as early as 1961 Midwest Programmes on Airbourne Television Instructions (MPATI) and because of its technological advancement it could participate in sponsoring many projects abroad and in them, through UNICEF and Ford Foundation. China has meaningfully developed an exclusive
Television University taking cue from the Chicago Television College. Canada and the U.S.A. have used the widespread cable network for the advantage of educational television.

Kaye and Rumble (q. in Bates, 1984:139) envisage 5 models of distance teaching through television. The first model refers to the correspondence instruction undertaken by an independent or commercial organisation with the facility of degrees awarded by a public university. One such instance can be seen in Britain where Wolsey Hall which provides necessary tuition for internal degrees conferred by London University. This model is almost disuse at present.

The second model corresponds to centralised, state-sponsored education at university level in support of correspondence courses. Such programmes operated in the former Soviet Union and also in France. The third model refers to exclusive educational institutions established only for distance learners. As noted above, the CCTU, British Open University and NHK of Japan come under this model. CCTU is considered to be exceptional in quantitative broadcasting transmitting over 35 hours programme each week reaching more than 3 lakh students. The British Open University too transmits 35 hours a week television in a thirty two week academic year to nearly 1 lakh of students.

The fourth model refers to the involvement of conventional universities in extending the services of distance education methods for off-campus teaching. However, these
students are treated on par with on-campus students. Many countries adopt this model successfully which include USA, India, Canada and Australia. Use of television in this model is only gradually developed, supplemented by local lecturing in the evenings or at the weekends or mailing the requisite material to the students. In countries like India, the use of television in this model is yet to have any tangible impact.

The fifth model refers to collaboration and cooperation effort by several independent institutions offering various components of a single course. This gives scope for institutions with diverse specializations to come together and extend their expertise. France has experimented with this model by forming a federation of seven universities known as "Federation Inter-Universitaire des centres de Tele-Eseignement de l'Est". The main criticism levelled against this model was that the courses could not be comprehensively covered, leading to the pressure on the time available and unhealthy competition between the user Universities. Consequently necessary steps were taken to rectify the shortcoming.

The studies relating to various countries have shown clearly that the successful among them programmes are supported and supplemented by multimedia packages especially with regard to distance education programmes and certain specialised programmes. In countries where the main thrust and stress is on enrichment programmes, this multimedia facility is not extensively adopted. It may be submitted that even with reference to enrichment programmes the interrela-
tionship and interdependence of various media are vitally important to extend an element of permanance through dissemination of the programmes through written material, Audio-Video cassettes, microfilms and the like. However, while opting for one or more methods of transmitting information, the optimum level of economizing the expenditure may be borne in the mind. One has to remember that the media is capable of remedying the maladies of educational problems if they are used efficiently, effectively and appropriately.

While drawing results of different countries on the use of Educational Television and comparing them, one may be able to identify the vital features that led to the success of Educational Television. However, it may be remembered that the success is a contextual local phenomenon based upon the circumstances in a given place and time. They may not be wholly applicable in the context of other countries. When the countries start experimenting, new phenomena may appraise the existing systems in their respective situations. So as to draw some guidelines to proceed with the programmes. The results drawn from the experiments of various countries as above may provide a beaten path for the new entrant in the field of educational television like India. It is believed that India has adopted the countrywide enrichment programmes of educational television from Australia. In expanding its programmes, India may take into account the experience of Canadian Model of provincialisation of educational television. The present researcher is prompted to underscore this
aspect because India modelled its federation on the lines of Canada with multi-lingual states, each state having distinct needs to meet and satisfy. Regionalization and decentralization promote efficiency. India may also think of involving Cable Television systems extensively to distribute educational television programmes compulsorily. If required, a legislation may be passed in this regard. Canada has used widely the Cable network for the phenomenal success of educational television.

Educational Television programmes in India can be utilised for orientation and refresher courses of staff development which are presently organised by the University Grants Commission through Academic Staff Colleges in various Universities to promote academic excellence of the teachers. Such specific programmes have been successfully implemented in countries like Poland which used educational television for upgradation of teachers.

This is a very good observation but it is not relevant for this present form.