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IMPORTANCE OF EDUCATIONAL TELEVISION (ETV) IN THE PRESENT SCENARIO

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ABSTRACT

Technology based teaching and learning which enhance the learners to gain more information to develop their knowledge, skills, creativity and ability about the subject matter and to be expertise in using technology. Every individual has their own style of learning techniques but using technology based learning environment makes the learners perfect and skillful in nature. In the present educational system the teaching and learning process mainly focused through EDUSAT educational satellite which is launched in India (2004), exclusive for Educational purpose. It gives educational programmes makes the learning situation as much as effective and easiest way for all type of learners. ETV programmes are useful for the teachers and learners in a multiple ways.

KEY WORDS

EDUSAT, ETV, Technology, Teaching and Learning

INTRODUCATION

The role of science and technology has always been pervading in moulding the society throughout the human history. Today, modern science and advanced technology are responsible for changing the nation's economy and the life style of the people in the society are changing at a speed often too fast to comprehend. It has been over two decades since television set became a part the equipment of many Indian homes. When television began, there were great hopes and great fears concerning its possible effects. The optimists believed that it would educate children in the widest possible sense, giving them an opportunity to learn about science and human life in such a fascinating way that learning would be a joy instead of labour. It is the time to thank over the topic that whether this powerful medium is being utilized effectively in the educational field.

EDUCATIONAL TECHNOLOGY

Educational Technology is the study and the ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Educational Technology is considered implementation of appropriate tools, techniques or processes that facilitate the application of senses, memory and cognation to enhance teaching practices and improve learning outcomes.

According to UNESCO specialists, Educational Technology is a communication process resulting from application of scientific method to the behavioural science of teaching and learning. The communication may or may not require the use of media such as radio, films, television broadcasts, cassettes etc.

ELECTRONIC MEDIA

Electronic Media are so versatile by nature that they are become indispensable to every human being. The indispensability is more in the case of teachers and students as they are the architects of the future generation. Among all available media Television is the most powerful medium, which can be exploited for the purpose of teaching and learning. In classroom teaching, it provides the opportunity to go beyond the classroom boundaries to outside worlds and events. It provides a concrete example of abstract ideas encourages reflection and thinking on the part of students.

Television is a popular media in our everyday life, whatever it is being used as an effective educational medium remains an unanswered question, the concept of Educational Television and the educational potentials of this powerful medium in the teaching learning process.

ICT IN EDUCATION

Information and Communication Technologies (ICT) which include radio and television, as well as newer digital technologies such as computers and the Internet have been proven as potentially powerful tools for educational change and reform. Different ICTs can help to expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by helping make teaching and learning into an active process connected to real life.

ICT is being utilized in every part of the life due to the increasing importance of the computer; students are the future themselves in this digital age. In education, use of ICT has become imperative to improve the efficiency and effectiveness at all levels and in both formal and non-formal setting. Education even at school level has to provide computer instruction to find technical knowledge and positive attitude towards this technology are the essential fundamentals for the success.

It can be used for the following purposes:

- To broadcast material, online facility or CD-ROM can be used as sources of information in different subjects.
- To facilitate communication for pupils with special needs
- To use electronic toys to develop spatial awareness and psycho-motor control
- To use the online resources like, email, chat, discussion forum to support collaborative writing and sharing of information.
- To facilitate video-conferencing or other form of tele-conferencing to involve wide range of students from distant geographical areas.
- Blended learning by combining conventional classroom learning with E-Learning systems.
- To process administrative and assessment data.

- To exchange and share information among teachers for their professional growth.
- To carry out internet-based research to enhance, educational process.

EDUSAT

India has launched its first satellite for education, which will connect classrooms in remote areas of the country. The Indian Space Research Organization (ISRO) has launched the first satellite, EDUSAT for education. Three universities from three states, Karnataka, Maharashtra and Central Madhya Pradesh would be linked through the satellite. In the second phase, the satellite will connect two more states and connect more than 1000 classrooms. The main mission of the satellite is to help train teachers and provide primary and university education in remote regions.

Satellite communication technology using EDUSAT became a strong tool for the development of distance education with interactive learning using two-way audio and video communication channels. Even as the government attributed large funds, the scope of success from the EDUSAT initiative remained limited due to several challenges. In its report a few years ago, the Comptroller and Auditor General of India noted the underutilization of EDUSAT because of implementation deficiencies such as a delay in establishment of ground network, idling of network connectivity, disparities in the allocation and idling of satellite bandwidth, inadequate content generation and deficiencies in monitoring and evaluation.

The EDUSAT can be integrated with the indigenously developed MOOC (Massive Open Online Course) platform, SWAYAM, launched last year. It ensure creation and availability of 'standardized' content in sync with the offline curriculum and the NEP, utilizing the attractive multimedia technology for facilitating the teaching-learning process, without any compromise on academic rigor. Society along with the obvious technological challenges will be a difficult task, and awards may be instituted for the innovative and effective teachers on the digital platform.

VIRTUAL CLASSROOMS

EDUSAT's dedicated function will substantially improve the service provided. It will use the virtual classroom concept to offer education to children in remote villages, quality higher education to students in areas without access to good technical institutes, adult literacy programmes and training modules for teachers.

"It is a unique mission and we are happy to have achieved it," Nair says. H P Dixit, vice chancellor of Indira Gandhi Open University, added: "It will revolutionize education in our country." EDUSAT carries six KU-band transponders and six extended C-band transponders. All but one of the KU-band transponders will be dedicated to specific regions of India, while the rest of the transponders will provide blanket coverage for the country.

The satellite will utilize an antenna with a 1.2-metre reflector to direct the KU-band spot beams towards their intended regions. This will enable information to be broadcast in relevant local languages – India has 18 official languages and over 400

dialects. The educational programmes can be viewed on any television set through a simple low-cost receiver.

EDUCATIONAL TELEVISION

Educational Television (ETV) is a system that presents learning content in various subjects produced by an agency. It is a means of providing direct instruction (formal) as well as continuing education (non-formal). It has the capacity to bring the world into a class room and a class room into a home. India is a large country with varied climatic conditions, I large and ever growing population and vast tracts of inaccessible remote locations. TV as a mass medium has the potential to play a major role in the educational setup of our country.

According to **Wayne Coy**, who described TV as the "Electronic Black Board"

- ETV combines both sensory and auditory experience;
- It is an extension of radio broadcasting;
- It offers uniformity of communication;
- It is a versatile educational vehicle;
- It stimulates and reinforces ideas;
- It provides live broadcasts if 'on the spot' events;
- It provides a powerful visual medium; and
- It is a means for leisure time activities.

TYPES OF EDUCATIONAL TELEVISION PROGRAMME

ETV programmes are made available to the students in a variety of modes. Some of the most important types of ETV programmes are as follows;

- Monologue: A narrator narrates the aspects, interlacing it with visuals the illustrations.
- Dialogue: Conversation between people.
- Interviews
- Panel Discussion
- Phone-in programmes
- Quiz
- Dramas
- Simulated Classrooms
- Virtual Classrooms

ETV: NEED, SIGNIFICANCE

The UNESCO has mentioned in its preamble "Televised education is far from being education of the cheap. Because, it is mass-produced and television can allocate incomparable material and human resource to a single programme transmitted to millions of viewers. If educational television were accepted, not as an extra but as the basic instrument for education, then there would be no obstacle to a still further improvement of the programmes. Many innovations in curricula and methods, which it is difficult to introduce in traditional education, could be adopted in televised education".

ETV: MULTI-DIMENSIONAL ROLE

Improvement of Quality

The TV programmes represent best educational efforts of curriculum specialists, program designers, and audio visual artists and broadcasting specialists, the programmes incorporate the best, most up-to-date thinking in the field, and the content is presented in an attractive and stimulating format.

Television as a catalyst

Classroom TV can also stimulate educators to reconsider curricular options, to evaluate the methods of pedagogy now in practice and to see new relationships among discrete curricular areas. It provides a source of ideas for teachers and can catalyze their development of more vivid, more motivating and more contemporary practices. Classroom TV has helped to facilitate the rapid discrimination of new curricular ideas, many of which remain long after their parent projects or programs have been abandoned.

Television as a means of extending children's experience

Television in the classroom is truly what UNESCO often called it "a window on the world". The programmes allow students to transcend the boundaries to space and time and to see society in new and diverse ways. The rural child sees life in the city and the urban child sees life in the country, various patterns of consumptions and economic structure, alternative religious forms, cultural patterns and sexual role models are made available on the television.

TV as a means of introducing affective education

Television has been instrumental in introducing affective education into classrooms. TV programs that provide shared relatively universal experiences have given teachers and students some opportunity to examine their feelings about themselves and their environment. Similar opportunities arise in secondary social studies and humanities. Developing a national identity is an important goal of television in the new independent countries, and television can also use to encourage strengthen diverse cultural and religious traditions.

Television as a means of equalizing educational opportunity

Educational inequality is a persistent problem in most countries, from both economic and socio-cultural viewpoints. A broadcast signal however is not limited to wealthy school districts or to new schools. For young children, in particular, the impact of programmes on their development of basic skills has been encouraging and similar programs for old students are now being created. ETV can promote the concept of equalization of educational opportunities by providing instructional actions that are so universal that become specific to every viewer and are more effective regardless of sex, race, ethnic background and economic conditions.

TV as a means of improving efficiency and productivity

Productivity in education means significantly more than the ability of fewer teachers to teach more students. It means better preparation of students to be effective and fulfilled members of the community at large when school television adds to the number of possible approaches to instruction stimulates improved class interactions, initiates and reinforces cognitive learning or motivates better classroom behavior, it is providing better, more efficient education.

To increase productivity requires finding the right mix of school TV and classroom teaching. By using school TV economically that is by examining the variety of availability, utilization and programming options and by choosing wisely-educators can effect improvements in the patterns and results of instruction with minimal increase in cost TV does not seek to replace teachers, it only assists them in reaching their designed goals.

TV based instructional systems

In many counties, the main vehicle for achieving educational goals has been a TV based instructional system. Such systems are distinguished not by their format or purpose but their mode of development. The programmes are developed keeping in view and incorporating student needs assessments, a lesson design, formative evaluation, product revision, summative evaluation and the revision of objectives and strategies. The products in addition to TV may include printed supplementary material such as teacher guides or student work books, designed to complement the curriculum directly.

ETV IN INDIA: A HISTORICAL PERSPECTIVE

In 1956, the general conference of UNESCO was held in New Delhi and it was decided therein that a pilot project should be implemented in India to study the use of TV as a medium of education and community development.

Television first came to Indian named as Doordarshan (DD) on September 15, 1959 as the National Television Network of India. The first telecast started on Sept. 15, 1959 in New Delhi.

Thus the experimental television service was started with the objectives of "experimentation, training and evaluation; it was an experimentation with new medium, training of the personnel for running it and evaluation of the new medium as a vehicle of communication and education".

After a gap of about 13 years, second television station was established in Bombay in 1972 and by 1975 there were five more television stations at Shrinagar (Kashmir), Amritsar (Punjab), Calcutta, Madras, Lucknow. For many years the transmission was mainly in black and white. Television industry got the necessary boost in the eighties when Doordarshan introduced color TV during the 1982 Asian Games. The second phase of growth was witnessed in the early nineties and during the Gulf war, that foreign channels like CNN, Star TV and domestic channels such as ZEE V and Sun TV started broadcast of satellite signal. This changed the scenario and the people got the opportunity to watch regional, national and international programmes.

Easy accessibility of relevant technology, variety of programmes and increased hour of transmission are main reasons for rapid expansion of TV systems in India.

MAJOR EDUCATIONAL TELEVISION PROJECTS

- Major Educational Television Projects in India
- Secondary School Television Project (1961)
- Delhi Agriculture Television (DATV) Project-Krishi Darshan (1966)
- Satellite Instructional Television Experiment – SITE (1975)

- Post-SITE Project (1977)
- Indian National Satellite Project – INSAT (1982)
- UGC-Higher Education Television Project – HETV (1984)
- IGNOU – Doordarshan Telecast (1991)
- Gyan Darshan Educational Channel (2000)

Ministry of Human Resource Development, Information & Broadcasting, the Prasar Bharti and IGNOU launched Gyan Darshan (GD) jointly on 26th January 2000 as the exclusive Educational TV Channel of India. IGNOU was given the responsibility to be the nodal agency for up linking / transmission. It started out as a two-hour daily test transmission channel for students of open and conventional Universities. This duration was increased in February to nine hours a day. The time slot transmission was further increased due to good response up to 16 hours by 1st June and by 1st November it turned out to be 19 hours channel. Within one year of its launching, 26th January 2001, it became non-stop 24 x 7 hours transmission channel for educational programmes.

The programming constitutes 23 hrs of indigenous programmes sourced from partner institutions and one hour of foreign programmes. Transmission of 12 hrs each for curriculum based and enrichment programmes is being made. The programmes of IGNOU, CIET, NCERT, including NOS are telecast for four hours each, IIT programmes for three hours, UGC-CEC programmes for two and a half hours and one hour each for TITI and Adult Education programmes (IGNOU Profile – 2002). The signal for Gyan Darshan transmission are uplinked from the Earth Station set up at IGNOU headquarters New Delhi, and down linked all over the country through INSAT 3C and C Band Transponder. Although Gyan Darshan has made its presence felt in all Open Universities and most of the prominent conventional Universities / schools, it still has the potential to reach to the door steps of learners' through cable TV network. At present Gyan Darshan through the cable transmission covers about 90% Kerala, most parts of Tamil Nadu, a few pockets in the North East, Nashik, Ahmadabad and Pune. Asia Net has been providing it free of cost in Kerala.

CONCLUSION

Educational Television plays a important role in teaching learning process in recent years. The policy makers through the agencies of state government the curriculum is designed for the student community which will benefit immensely from the ETV makes the learners as technology pedagogy integration.

The importance of Teacher Training Institutes and the crucial role of teachers in bringing in an awakening and skill development among the target groups (students, community leaders and school teachers), it was decided to put EDUSAT to use in different spheres of Teacher Education. It is expected to be put to use to enhance the communication and presentation skills of the teachers, to motivate them through dissemination of Best Practices in the field, make available research material online and finally create an IT culture across the nation by introducing and developing IT

literacy course for the teachers. With large number of stakeholders involved, it will be a major challenge to make the operation of networks smooth and effective.

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