



TELEVISION AS AN EDUCATIONAL DEVICE IN THE CLASSROOM.

RENUKA BHATTACHARJEE¹

¹ Assistant Professor, Bikali College, Goalpara, Assam.

ABSTRACT

A television can be accompanied with other technology based teaching aids in a classroom along with school curriculum. The researchers have found that the television can help to communicate information, idea, skills and attitudes. The Director of BBC has remarked, "Next to home and school I believe television to have a more profound influence on human race than any other medium of communication." The television may be an effective teaching tool if its programmes are properly and suitably organized for the purpose of the students' learning.

The State University of IOWA in 1932 in USA, first reported about the use of television as an instructional medium with an experimental basis. Television first came to India being popular as 'Doordarshan' on 15th September, 1959 as the National Television Network of India. Some major educational television projects are like: The Secondary school television project of 1961, Delhi Agriculture Television (DATV) Project functioned as 'Krishi Darshan' which was initiated on January 26, 1966, the Satellite Instructional Television Experiment (SITE), 1975, the Indian National Satellite project (INSAT), 1982.

Pennsylvania State University has organised televised courses for 15,000 students after inauguration of a closed-circuit project in 1954; 4,200 students were admitted in 18 televised courses in Penn State, and the TV curriculum had been expanded for the 1957-58 academic year. Miami University in Oxford, Ohio, spent \$35,000 to equip a studio and other five classrooms for receiving programs. The amount of expenditure depends on the distance in between production studio and receiving centres.

The New York University spent almost \$105,000 just for making and preparing a studio in one building and manage eight classrooms for reception in an another building. The Hagerstown project applies television for the enrichment of both curriculum and direct instruction.

Keywords: Telenovelas, Curriculum, Experiment, Hagerstown, Edutainment, Communication.

INTRODUCTION :

Television has been considered with importance in many countries to be a source and a tool of teaching. The facts and instances for using television in the educational purpose in many countries has proved that though television was basically used for entertainment but it can serve a lot of needs in the field of education for facilitating the teaching and learning atmosphere. This device, as a medium of instruction, can be used best for all types of education, as such, formal, non-formal and informal education. It may function as a supportive and also a reinforcement tool to facilitate both the students and the teachers in a classroom. A television can be accompanied with other technology based teaching aids in a classroom along with school curriculum. In respect of non-formal education also, television has a specific role to play. It is also used as a multi-media communication tool.

The researchers have found that the television can help to communicate information, idea, skills and attitudes. The Director of BBC has remarked, "Next to home and school I believe television to have a more profound influence on human race than any other medium of communication."

The television may be an effective teaching tool if its programmes are properly and suitably organized for the purpose of the students' learning. Besides broadcasting all other different need-based programmes, the television may exercise some hours in the name of education not only of the

classroom students and teachers but also other people of the society. Hence, it can do contribute towards the social, cultural and economic development of the society. In India, the whole education system is now declared to be a child centric system only for the fact that our children will have to handle and direct all sorts of responsibilities in favour of the all round development of the nation so to say the country in future.

OBJECTIVES:

- 1) To study about the effectiveness of television as a medium in the classrooms.
- 2) To study about different attempts being made in the developed countries throughout the world.
- 3) To study the types of experiments and projects being organised for making television as an effective device of education.

METHODOLOGY:

This study has been performed on the basis of both exploratory and descriptive method. Relevant textbooks, journals and web pages etc. have been studied for making an elaborate study on the subject.

ANALYSIS:

The role of television is not only for giving entertainment to the visitors, but to enhance the working skills, knowledge and experience of all types of people, so that each and everybody of the society can be benefitted in his/her own way of life. It

should target in bringing and exercising new styles, patterns and modes of living in the society. It should also minimize the existing distance among the people of different locations throughout the world.

In 1997, James Ptaszynski, the manager of Microsoft's higher education group, appointed James Morrison as a Microsoft scholar and entrusted Morrison with developing a CD ROM on the uses of information technology based tools being used by the professors in their study work or in their classroom. This CD was well received and circulated that Ptaszynski took initiative of founding even a journal on the Microsoft higher education which would be produced and edited only by Morrison. A one-year contract was made there in between Microsoft and UNC-Chapel Hill which would make technology source for a free e-journal with a view to enable the faculty and educational leaders to know the use of these technology based tools in facilitating and improving teaching, learning, and administration.

In July, 1998, Microsoft transferred the journal to UNC-Chapel Hill and became a sponsor until July 2000. In October 2001, UNC-Chapel Hill again transferred its ownership to the Michigan Virtual University (MVU). The UNC School of Public Health Executive Master's Programs in Health funded the reprogramming of the journal in April, 2005, in open source language to be available at Ibibio. Now almost 13,000 web sites have made link to this journal.

More than 50 years ago, instructional television (ITV) was used as a means of enhancement of the quality of teaching by replacing the classroom teacher. This principle has been later accepted to be a false one and instead of this concept, today, the teachers are expected to remain at the heart of an educational system. Internet technology is also making provisions for the refinement and improvement of the ITV's role in the classroom to enhance and assist the teaching that the teacher provides.

TVs should not be attempted to be replaced with computers, projectors, and Smart Boards, but, it should have to be supported and assisted by all these digital and technological devices. Digital TV programmes can be received on PCs, MACs, iPads, iPhones and Tablets for those that wish to enjoy TV programmes in terms of their own choices and desires.

'Educational television' programs are popularly used in the field of distance education. The adult education programmes are arranged for educating the older audiences and most of these programmes are also designed as instructional television programmes or "telecourse" services. Such programmes are made and handled by the Open Universities on BBC television in the UK.

It has been found from a number of studies that educational television has a lot of advantages. The television can be applied as a very powerful and effective learning tool for children if organized and performed in an effective manner. Television can help all people to make proper adjustment to different situations of the society, to make good and closer relationships with friends, colleagues and also with the family, and to learn by themselves to understand how to tackle complex social circumstances.

Edutainment is a fun plus entertainment properly copped with

education which imparts entertainment, knowledge and skills to the visitors at the same moment. Though, in children's programming, edutainment becomes fun and interesting for the children but yet, it can still be educational. Other television programs are designed to raise the social awareness pertaining to different social and individual needs. The educational 'telenovela' is one form of edutainment programme which is very popular in Latin America. Miguel Sabido was the first producer of telenovelas which has been in function from the 1970 onwards. It has combined communication technology with health and educational messages to educate the people throughout Latin America for familiarizing family planning, literacy campaign, and other socially useful themes or policies.

The television series popular as Love Patrol, were produced and launched in the Pacific Island country of Vanuatu in 2007, which was declared as edutainment series for the fact that it aimed to educate the people on important health issue like AIDS, with the help of an interesting story.

The role of Television in Education.

Television is an audio-visual and technological device that telecasts programmes which can be seen by visitors from distant areas of a country or abroad. It has to play an important role for both entertainment and education of people all over the world. The television exercises educational functions as discussed below.

1. Education and training for citizenship: Every man and woman belongs to a country where he/she has got birth and hence can claim for its citizenship. But, citizenship is related with some particular qualities and virtues that every individual should possess. So, it is also the function and responsibility of the television to make its programmes in a manner so that the visitors can be acquainted with all these as requirement for being good citizens.

2. Strengthening national integration and International understanding. Some organisations like UNESCO, UNO and the World Bank are playing their roles in the purpose of strengthening national integration and international understanding throughout the world by launching a number of programmes which may uplift the socio-economic conditions of the people and as a whole of a country. There are some celebrations which directly or indirectly have impact on these matters of a nation or a country.

3. Health, Education, Economic and Environmental Awareness: Health, Education and Economic factors are very much important for the development of a nation or a country. The television can make a number of programmes for giving up-to-date knowledge to the people for improving the health and economic status. The environmental pollution has made hampered on the living conditions of the people in a number of places throughout the world. So, it has been an urgent need to give relevant education so that the people can follow some suitable measures for removing pollution or to get safe from it.

4. Social, Political and Cultural Values: The television can contribute a lot in terms of social, political and cultural aspects of a society by making a number of effective programmes. This may enhance the sensitivity and awareness of the people in

general for promoting socio-economic conditions of the society and also removing all the harmful factors which are hampering the development of the nation.

Educational Television in India: Its Role and Importance:

Television performs its functions as an important medium which is widely used to disseminate information to its visitors. It has combined both audio and visual technology, and hence considered to be more effective than any other audio media. It serves a number of needs and purposes of entertainment, information, health, education and culture. It can enhance the inner potentialities of the viewers by telecasting various types of programmes. It also has better accessibility, as a result it can bring learning materials to the easy reach of the masses in more direct and effective way than other educational media.

Every medium, of course, have its own strengths and weaknesses, but the main thing depends on how and why this media is used. The State University of IOWA in 1932 in USA, first reported about the use of television as an instructional medium with an experimental basis. But, due to the World War II, the growth of using television was slow for which in 1948, there were only few educational institutions to start using television as an instructional medium though the educationists expressed their heavy interest on the use and application of television in the field of education.

By 1961, there were 53 stations being affiliated with the National Educational Television Network (NET) having a primary goal of sharing films and coordinating scheduling (Hull, 1962). Educational television stations grew more speedily in number in the 1960s and hence, by 1972 there were 233 educational stations as per reports of Carnegie Commission, 1979. The universities like Ohio University, University of Texas and the University of Maryland laid more importance on network reach for both the on-campus and the off-campus students, (Brientenfield, 1968).

Television first came to India being popular as 'Doordarshan' on 15th September, 1959 as the National Television Network of India. The first telecast was started on Sept 15, 1959 in New Delhi. The second television station was started in Bombay in 1972. In 1975, there were another five television stations at Srinagar, Amritsar, Calcutta, Madras and Luck now. The transmission was mainly in black & white mode. But, from the eighties the Doordarshan started colour TV broadcasting.

In the early nineties, the second phase of growth was taking place during the Gulf War. The TV channels like CNN, Star TV, Zee TV and Sun TV started broadcasting of satellite signal. Hence, the scenario became changed and the opportunity to watch regional, national and international programmes, came for the people.

In India, television has been regarded as an efficient and effective tool for education and development. Besides, broadcasting different social and entertainment programmes addressing its large audience, it has also attracted the educators by imparting educational programmes having a motive to assist learning of primary, secondary and university level students.

Some major educational television projects are like:

The **Secondary school television project** of 1961 was made for the secondary school students of Delhi. This project aimed to improve the standard of teaching by developing the laboratories, space, equipment and by recruiting qualified teachers in Delhi. This project was started on an experimental basis in October 1961 for teaching of the subjects like Physics, Chemistry, English and Hindi for the students of Class XI. Also the syllabus-based lectures were telecasted during school hours.

Delhi Agriculture Television (DATV) Project functioned as 'Krishi Darshan'

which was initiated on January 26, 1966, with a view to communicate agricultural information to the farmers on an experimental basis targeting the 80 selected villages of the Union territory of Delhi. However, the result shows that this Experiment was satisfactorily successful.

The **Satellite Instructional Television Experiment (SITE), 1975** is an another one largest techno-social experiment designed for facilitating and upgrading human communication. This was started mainly for the villagers and their Primary School going children of 2330 selected villages from six states of India.

This experiment was exercised from August 1, 1975 basically for one year in six states of Rajasthan, Karnataka, Bihar, Andhra Pradesh, Orissa, and Madhya Pradesh. The prime objectives were to study the status of existing rural communications, the role of television as a new technological device of education, and the effectiveness of the community television for the rural areas. The telecasts were of two different types:

1. Developmental education programmes in the area of agriculture, health and family planning which also covered social education.
2. Each school programme was prepared for 22 ½ minutes duration in Hindi, Kannada, Oriya and Telugu which were telecast in favour of rural primary school children of 5-12 years age group on every school day in order to assist the children realize the need and importance of science in their day to day life.

The **Indian National Satellite project (INSAT), 1982**, was launched for making the rural people aware of the developments in terms of agricultural productivity, health and hygiene. The project basically targeted the villagers and the school going Children of some selected villages in Bihar, Orissa, Andhra Pradesh, Gujarat, Maharashtra and Uttar Pradesh. ETV broadcasts were performed which continued from 15 August 1982 in Orissa and Andhra Pradesh. Similarly Bihar, Gujarat, Maharashtra and Uttar Pradesh were also covered under INSAT using INSAT-1B in June, 1983.

The University Grants Commission in cooperation with INSAT started higher education television project on August 15, 1984 with an aim to upgrade and enhance the quality of education which is popularly known as 'Country wide Classroom'. A one-hour long programme on a variety of subjects is presented in English under this programme having an objective for enrichment of the undergraduates, educated public and also the teachers. Mass Communication Research Centres were

established at different institutions by the UGC, throughout the country with a view to ascertain high quality of programming with relevance to this project.

The Doordarshan telecast programmes were organised by IGNOU in May 1991 for assisting and facilitating the distance learners. At the very beginning, these programmes were telecast on Monday, Wednesday and Friday from 6.30 to 7.00 A.M through the national network of Doordarshan for providing counselling to the students of open universities. Later, this telecast was extended to five days a week in order to equip the growing participation of the visitors and hence, this programme became very successful. Gyan-Darshan (GD) was jointly launched on 26th January, 2000 as an Educational TV Channel in India by the Prasar Bharati, Ministry of Human Resource Development, Information and Broadcasting. The responsibility to be the nodal agency was entrusted with IGNOU for transmission purpose. It performed a two-hour daily test transmission for the students of open and also conventional Universities. This duration later changed and increased to nine hours a day.

Pennsylvania State University has organised televised courses for 15,000 students after inauguration of a closed-circuit project in 1954; 4,200 students were admitted in 18 televised courses in Penn State, and the TV curriculum had been expanded for the 1957–58 academic year. The educational station operated by the University of Houston and the Houston Independent School District has exercised more than 1,600 hours to direct teaching since May 25, 1953; about 50 college courses were telecast by this station to almost 12,000 students. Almost 30,000 school children in 1,400 classrooms of central Iowa view an instructional program broadcast by television operated by Iowa State College on a regular basis. Televised courses in arithmetic, history, geography and physics have been given in Pittsburgh schools; televised courses in algebra in Lincoln, Neb.; courses in geometry, trigonometry, and geology in Oklahoma City; and in music, art, geography, and world history in Seattle.

The New York legislature did an expenditure of \$200,000 in 1956 for installing closed-circuit facilities for experiments to be handled by the state education department. The South Dakota legislature also granted an amount of \$17,500 in 1955 for the installations in the state university. Hence, a number of states have afforded funds for management and establishment of educational television stations. The states like California, Illinois, Ohio, and Pennsylvania activated legislation empowering public schools to participate in educational television projects.

Educational stations serve a much broader function than that of telecasting programs for classroom use. The station may be owned and managed by an educational institution itself. The Universities of Georgia, Houston, Michigan State, Missouri, Nebraska, North Carolina, Ohio State, and Washington, the public schools of Atlanta, Denver, and Dade County or Miami have their own educational stations. Some non-profit citizens' organizations also handle such educational stations. WTTW is licensed to the Chicago Educational Television Association where eight colleges and universities and also the Chicago Board of Education have represented. Eighteen educational and cultural institutions are represented in the Detroit Educational

Television Foundation, to operate the Station, WTVS.

A closed-circuit system gives full control to an educational institution over programming and greater opportunity to television to act as a teaching tool. This system, of course requires the purchasing of relevant equipments for producing, distributing, and receiving programs. The equipments are like cameras, video switching systems, picture and sound wave monitors, sound-film projectors, studio lighting systems, microphones, synchronizing generators, audio control consoles etc. Another requirement is to employ or to appoint the efficient technical staff to assist for production and projection of the educational programmes.

Miami University in Oxford, Ohio, spent \$35,000 to equip a studio and other five classrooms for receiving programs. The amount of expenditure depends on the distance in between production studio and receiving centres. The New York University spent almost \$105,000 just for making and preparing a studio in one building and manage eight classrooms for reception in an another building. The Hagerstown project applies television for the enrichment of both curriculum and direct instruction.

In the sphere of teacher training also the television is observed to be widely used. It helps and assists the teacher trainees to observe live classrooms operated and visualised in the television screen. A number of teacher training institutions use television for facilitating in-service teacher training programmes. Cincinnati public schools, also, have arranged in-service training programs on the subjects in terms of the practical interest of the teachers. In Dade County, Fla., instruction by TV is presented on the new methods of teaching and new textbooks to the teachers of Mathematics. The Houston public school has arranged telecasting programs to teachers in their school premises directly after regular class routine becomes over.

The Fund for the Advancement of Education has explained that "The sheer magnitude of the educational task in America will drive us to develop more efficient ways of deploying our available teaching force." School administrators and the organisers in recent years have been seriously concerned about the need of developing new mechanisms to obtain what is called as "better utilization of staff." Hence, the improvement in quality of teaching and learning may be possible by utilizing teacher-learner-hours over a larger number of pupils in a single classroom. Gradually, this tendency for exercising new technologies must be extended to different corners and the confusion or any other feeling of uncertainty would be removed automatically to bring ultimately, a new picture of the traditional classroom.

Television may do its function as a teaching tool if it is properly organised in a classroom and the motivation is created towards learning by television. The programmes to be played in the TV screen may be transferred to a video or a overhead projector screen so that the students can observe very easily without any difficulty. The teachers should have to be the main persons to handle and manage a class to be taken with the help of a television. Other traditional measures which are applicable may have to be exercised in cooperation with the teacher. It, of course, does not mean that the teachers are quite denied or the

existence of the teachers is not allowed, but, instead, the teachers should play their role as observers and guides in supporting the students in all possible directions.

Hagerstown school authorities have believed that the principle of the ratio of one teacher to every 30 pupils which has been accepted so far as a goal in public schools can be "increased without adversely affecting either the learning process or the probably over-rated teacher-pupil relationship." In Hagerstown, as many as 82 high school students in a large room have been given lessons in history by making the classroom fully equipped with four TV sets and supervised by one teacher. However, this sort of experimentation might help the organisers to fulfil the dearth of teachers and also to bring newness in the teaching-learning atmosphere.

Television gives opportunities to the teachers to play leadership in their profession in a way to fulfil the objectives of the profession. Television has to give emphasis on all other relevant "audio-visual aids" for the fruitfulness of the whole learning process. Some experts show their views that implementation of television and other media in a regular mode classroom might hamper the relationship in between the teacher and the students. This is just as a feeling existing among the teachers traditionally that the teachers are understood to be the only persons to master in the classroom and no other source is quite allowed to play any role in the classroom. But, the time and situation is changing day by day and proceeding to bring development in different corners of the society, so, our old thoughts and prejudices must have to be reformed and modified as per requirement of the moment. All technologies should have to be given proper places and opportunities to improve and facilitate not only education but also health, agriculture, music, industry etc.

FINDINGS:

- i) The researchers have found that the television can help to communicate information, idea, skills and attitudes.
- ii) Attempts are being made for using television as an effective device in the classrooms in a number of developed countries.
- iii) The television may be an effective teaching tool if its programmes are properly and suitably organized for the purpose of the students' learning, besides broadcasting all other different need-based programmes.
- iv) Edutainment is a fun plus entertainment properly copped with education which imparts entertainment, knowledge and skills to the visitors at the same moment.
- v) The educational 'telenovela' is one form of edutainment programme which is very popular in Latin America.
- vi) Television helps and assists the teacher trainees to observe live classrooms operated and visualised in the television screen.
- vii) Television gives opportunities to the teachers to play leadership in their profession in a way to

fulfil the objectives of the profession.

CONCLUSION:

The use of television for the educational purposes in many countries has proved that though television was basically used for entertainment but it can serve a lot of needs in the field of education for facilitating the teaching and learning atmosphere. It may function as a supportive and also an effective tool to facilitate both the students and the teachers in a classroom. The role of television is not only for to give entertainment to the visitors, but to enhance the working skills, knowledge and experience of all types of people, so that each and everybody of the society can be benefitted in his/her own way of life.

Edutainment is a fun plus entertainment properly copped with education which imparts entertainment, knowledge and skills to the visitors at the same moment. Television serves a number of needs and purposes of entertainment, information, health, education and culture. It can enhance the inner potentialities of the viewers by telecasting various types of programmes. Every medium, of course, have its own strengths and weaknesses, but the main thing depends on how and why this media is used.

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