

Instructional Television As An Effective Teaching-Learning Device

Upesh Chakravartty

H.O.D & Associate Professor, Deptt. of Education,
Habraghat Mahavidyalaya, Krishnai, Goalpara, Assam

Abstract: TVs and other education technology give opportunities to teachers to make the learning experience more relevant, interesting, and engaging. Lectures and teaching can be made more interesting by the educators to help the students learn difficult concepts. Of course, the television programmes prepared for the classroom should deal with the course contents in favour of the students. Many people think that watching television is to spend hours than reading textbooks. At present some schools in Delhi are accepting television sets with a view to enhance the effectiveness of teaching-learning situation.

Television offers its viewers a window to the outside world. Television attracts the audience of all age groups, literate and illiterate, irrespective of caste, religion and language etc. Television has been given importance in a number of countries to be a tool of teaching. The educational telenovela is one form of edutainment which is very popular in Latin America. Miguel Sabido has combined communication theory with health and education messages to train up the people throughout Latin America in terms of family planning, literacy, and other current and relevant areas.

Television is a blessing for the society of human beings. It is popular for its audio-visual presentation of programmes in an effective and attractive manner. It has been contributing in the field of education and hence the process of education becomes easy, efficient, comfortable and attractive.

Instructional television has been observed to be in practice since the past few decades. Instructional television (ITV) has been used in the field of distance education. Instructional television programmes are generally less than one half hour long (generally 15 minutes in length) to make adjustment with the teaching-learning situation of the classroom. However, instructional video is an important tool to enhance the effectiveness of the teaching/learning process.

Keywords: Television, Instruction, Telenovela, Edutainment, Culture, Occupation.

I. INTRODUCTION

Television was thought to be a thing that can give enjoyment and spend the spare time only. Television and education are often thought to be the two things that don't mix well. It cannot enhance the capacity and productivity of the people. Gradually, this concept has been changing time after time. The people can learn a lot by enjoying the television programmes. There are programmes on the television which give knowledge and information in terms of a number of themes. Besides this, there are other educational programs which are meant for the learners, the teachers and also the people of different occupations and professions. The television programmes prepared for the classroom should deal with the course contents in favour of the students. Many people think

that watching television is to spend hours than reading textbooks. The television in the classroom can potentially be exercised to facilitate both the teachers and the students to relate with their studies in an easier and comfortable way. Besides other activities, the teachers can help the students by making them interested through course content related television programmes in the classroom.

TVs and other education technology give opportunities to teachers to make the learning experience more relevant, interesting, and engaging. Lectures and teaching can be made more interesting by the teachers to help the students learn difficult concepts with the help of television programmes. Comedy is also used to give relaxation in paying attention towards the teaching of the teachers. Television has some advantages as well as also some disadvantages. Its educational

importance can not be denied. Its audio-visual presentation of programmes is more attractive as it gives different types of knowledge and information to the people who enjoy it. At present some schools in Delhi are accepting television sets with a view to enhance the effectiveness of teaching-learning situation.

Television has been a blessing for the society at present, as it may supply sufficient knowledge and information with relevance to time and need. It has been contributing in the field of education and hence the process of education becomes easy, efficient, comfortable and attractive. Some educational television programmes impart both education and entertainment to the students at the same moment. It may also educate the people to be more sensitive for the problems and difficulties which may arise throughout the society of different corners of the country.

Television offers its viewers a window to the outside world. Television attracts the audience of all age groups, literate and illiterate, irrespective of caste, religion and language etc.

OBJECTIVES

- ✓ To study the functions of television.
- ✓ To study whether the television has impact on the students and teachers of traditional education system.
- ✓ To study about the experiments and projects being solved to apply television for the all round benefit of all people of different needs and expectations.
- ✓ To study about the possibility of television programmes to serve the needs and objectives of all types of education.

METHODOLOGY: In the present study, the exploratory method has been preferred.

II. DESCRIPTION AND ANALYSIS

Television and education are often thought to be the two things that don't mix all well. Earlier, television was thought to be a thing that can give enjoyment and spend the spare time. It cannot enhance the capacity and productivity of the people. Gradually, this concept has been changing time after time. The people can learn a lot by enjoying the television programmes. There are programmes on the television like fictional dramas, soap operas, documentaries, news and lifestyle programs etc. which give knowledge and information in terms of a number of themes. Besides this, there are other educational programs which are meant for the learners, the teachers and also the people who are interested in a particular topic.

Children's television programmes provide education-based content which attempts to enhance the interest in learning at an early age. Children may be watching these educational contents like other programmes so to say, the cartoon and children's shows which involve an element of social education that teaches children for being a good person and to contribute towards the society. Of course, the television programmes prepared for the classroom should deal with the course contents in favour of the students. Many people think

that watching television is to spend hours than reading textbooks. The television in the classroom can potentially be exercised to facilitate both the teachers and the students to relate with their studies in an easier and comfortable way. Besides other activities, the teachers can help the students by making them interested through course content related television programmes in the classroom.

TVs and other education technology give opportunities to teachers to make the learning experience more relevant, interesting, and engaging. Lectures and teaching can be made more interesting by the educators to help the students learn difficult concepts. Comedy is also used to give relaxation in paying attention towards the teaching of the teachers. All this comedy, music, etc. are found available in educational television programs which are watched by children at home. Television has some advantages as well as also some disadvantages. Its educational importance can not be denied. Its audio-visual presentation of programmes is more attractive as it gives different types of knowledge and information to the people who enjoy it. At present some schools in Delhi are accepting television sets with a view to enhance the effectiveness of teaching-learning situation.

Television is a blessing for the society of human beings. It is popular for its audio-visual presentation of programmes in an effective and attractive manner. It has been contributing in the field of education and hence the process of education becomes easy, efficient, comfortable and attractive. Some educational television programmes impart both education and entertainment to the students at the same moment. It may also educate the people to be more sensitive for the problems and difficulties which may arise throughout the society of different corners of the country.

Television offers its viewers a window to the outside world. Television attracts the audience of all age groups, literate and illiterate, irrespective of caste, religion and language etc. Television has been given importance in a number of countries to be a tool of teaching. In formal education, television usually plays its role as a supportive and reinforcement tool. Some television programs are made to raise social awareness. The educational telenovela is one form of edutainment which is very popular in Latin America. Miguel Sabido has combined communication theory with health and education messages to train up the people throughout Latin America in terms of family planning, literacy, and other current and relevant areas. He developed a model which incorporated the work of Albert Bandura and other theorists with a view to determine whether programs impacted audience behaviour or not. The television series enacted in the Pacific Island country of Vanuatu, launched in 2007, were known as *Love Patrol*. This television programme was praised as this gave edutainment for educating the viewers on the issue of AIDS.

Some television programmes telecast historical information by attempting to make the content to be a matter of entertaining or exciting. By making learning to be "exciting" it can be possible to grow curiosity in the minds of the viewers. The "edutainment" is available and evident in children's television series like *Sesame Street*, *Teletubbies*, and *Dora The Explorer*. These programs may be something more entertaining than educational. Discovery channel gives

more entertainment by producing factual and scientific proofs of new things and History channel presents historical documentaries and facts. These television programmes give knowledge and information to the viewers in an atmosphere of entertainment. The Children's Television Act of 1990, became in action in 1996, which considers broadcast television stations throughout the United States to exercise a minimum of three hours of "educational/informational" programming with a view to facilitate the children.

Different developed countries have started using television in the classrooms. Television is playing a specific role in presenting current news, information in suitable moment to its audiences. Besides this, television is exercising its own time in presentation of different programmes to give pleasure and entertainment to its viewers. Some television programmes are telecast only for giving pleasure to the children. Attempts are being made by the producer to impart both entertainment and education at the same moment to the children in order to enhance their stock of knowledge and informations. From the television shows, it is possible for the people to learn about the problems like teenage pregnancy, poverty, drugs, etc.

SOME CONTRIBUTIONS OF TELEVISION ARE AS SUCH:

- ✓ *TRAINING FOR CITIZENSHIP*: In a democratic country like India, training for citizenship is very essential for each and every citizen. Citizenship does not mean only to cast a vote at the time of election but to serve the people, the society, the environment, the nature for the greater interest of the country.
- ✓ *FOSTERING THE SENSE OF NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING*: It has been the time for establishing national and international brotherhood not only by the leaders but also by the general people throughout the world.
- ✓ *ENVIRONMENTAL AWARENESS*: Environmental pollution and ecological imbalances have created a lot of problems for the life not only of human beings but also all animals on the earth. So, importance should have to be laid on bringing awareness towards the environment.
- ✓ *SOCIO-POLITICAL AND CULTURAL VALUES*: It is very important to help the people to realize and contribute for socio-political and cultural values. The television will have to make some programmes in a way to make the people know the methods and techniques for enhancing social, political and cultural values.

In the early days, an instructor delivered his speech live or via videotape to the audience. The students could get the lecture/class at home and ask questions for further clarifications. The terms like 'distance education' and 'technology mediated instruction' both are very popular in higher education. It is seen that technology is a cost-effective way for increasing enrolments in the educational institutions. Technology mediated instruction is related with electronic mail and web pages. Instructional technology (ITV) is the most common form of mediated instruction.

Instructional television has been observed to be in practice since the past few decades. Instructional television (ITV) has been used in the field of distance education. Instructional television programmes are generally less than one half hour long (generally 15 minutes in length) to make adjustment with the teaching-learning situation of the classroom. However, instructional video is an important tool to enhance the effectiveness of the teaching/learning process. The communication system has been made more and more facilitating and comfortable by television in all aspects of the society. Broadcasting of cultural, educational and also commercial programmes are made in order to help and assist the people for acquiring knowledge and information by which they can upgrade their respective occupations.

The Satellite Instructional Television Experiment or SITE was an experimental satellite communications project launched in India in 1975, jointly by NASA and the Indian Space Research Organization (ISRO). This project made a good number of television programmes in order to facilitate the rural people of India. The main purposes of these experiments were to educate the poor people on various issues via satellite broadcasting so that they can be able to better apply their knowledge in their own occupation. The experiment was continued for one year from 1 August 1975 to 31 July 1976, covering almost 2400 villages of 20 districts of six selected Indian states. The six states are Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa, and Rajasthan. The All India Radio produced the television programmes which were broadcast by NASA's ATS-6 satellite stationed above India for the project. Various international agencies like UNDP, UNESCO, UNICEF and ITU supported and assisted this project. Ultimately, this experiment became successful and it served an important role for the development of India's own satellite programme, INSAT. The project identified that India could use advanced technology to meet up the socio-economic needs of the country. SITE was followed by similar experiments in a number of countries, which focused the important role of satellite TV.

India was interested in the role of satellites for the purpose of communication and invited UNESCO to undergo a study for a project as India was trying to launch its own national space program under the leadership of Vikram Sarabhai. Accordingly, UNESCO sent an expert mission to India to prepare a report on a pilot project for the use of satellite communication. This is in between 18 November 1967 and 8 December 1967. On the basis of the positive report of the expert mission, a study team consisting of three engineers from India went to USA and France in June 1967, and made a decision that India could be able to meet the technical requirements for the project. As a result, the National Satellite Communications Group (SATCOM) was set up in 1968 by the Indian Government to look into the probable uses of a synchronous communications satellite for India. There were representatives from various cabinet ministries, ISRO and All India Radio (AIR) and Doordarshan centres in this group. This recommended that India should use the ATS-6 satellite— a second generation satellite which is already developed by NASA for an experiment on educational television.

The Department of Atomic Energy of India and NASA also signed an agreement in 1969 regarding SITE. The experiment was launched on 1st August, 1975. The working groups of both the ISRO and the NASA jointly studied about the possibility of using a communications satellite about Television broadcasting in India. Different review meetings were held in between NASA and ISRO scientists for this in 1969. The United Nations Development Programme (UNDP) provided an amount of \$500,00 for setting up the Experimental Satellite Communications Earth Station (ESCES) at Ahmadabad and nominated the International Telecommunications Union (ITU) to be the executing agency for the same. Another amount of \$1.5 million was afforded by UNDP for setting up a TV studio at Ahmedabad and a TV transmitter at Pij in Kheda district. It also gave assistance for establishing a TV Training Institute to train the programme production staff of All India Radio for working on SITE. UNESCO was entrusted for being the executing agency for this project. UNICEF, also contributed a lot to SITE by sponsoring 21 film modules which were produced by Shyam Benegal, a renowned Indian filmmaker.

SITE proved that India could make use of advanced technology on behalf of the socio-economic needs of the country. This gave sufficient focus on satellite broadcasting in India. ISRO handled attempts for a country-wide satellite system. The Indian National Satellite System was launched by ISRO in 1982. The Indian space program was held for using satellites for educational purposes. India launched EDUSAT in September 2004, which was the first satellite in the world built to serve the educational sector. EDUSAT is used to fulfil the need for an interactive satellite-based distance education system for India.

THE CHANGING CLASSROOM ROLE OF INSTRUCTIONAL TELEVISION: Since its creation more than 50 years ago, instructional television (ITV) has been viewed by some people as a way of enhancing the quality of teaching by replacing the traditional classroom teacher. Today, the concept is changing and the teachers have been very much at the heart of the present system of education. Instructional television came into effect in January 1961 when a converted DC-6 airplane beamed programs to half a million students in 10,000 classes across six states in the mid-western United States organized by MPATI (Midwest Program on Airborne Television Instruction). This was heralded by some as a way to replace the classroom teacher, at least in specific areas of study (Skolnik & Smith, 1993).

An informal national system for classroom television was developed, involving public broadcasting stations, school-based cable systems, educational media centres, and hundreds of thousands of teachers. This includes about 190 licensed PBS stations as well as cable and network TV stations. Most ITV programming do functioning in the middle of the night. As a result, hundreds of millions of students have had access to instructional television materials. The rapid growth of the Internet and the arrival of digital video transmission have created new channels for ITV delivery. Instructional video resources will be used to enrich teaching.

Already, different forms of ITV have developed, which have been helpful in its own right. Distance Learning System is a direct descendant of the MAPI project. Here, a teacher is

imported via video or TV in time to arrange a class for distance mode of learning to conduct "live" instruction. Besides ensuring student attendance and discussion of content accordingly, the classroom teachers are not involved in the educational process. The developments like videoconferencing, email, and chat-room messaging technologies have introduced two-way responses, to develop the level of interaction in between the teacher and the taught. Hence, some successful applications of distance learning have evolved for remote locations, specialist training, and commercial settings. In the classroom, though, this ITV has limited application but it has been very effective in respect of distance learning. No matter how engaging the content, such programs routinely fail to hold the interest of the traditional class as a whole (Skolnik & Smith, 1993).

The second form of ITV makes existing programs in such manner that it brings this into the classroom for teaching purposes. Ken Burns' "Civil War" and the Nova series are examples which were produced originally for common TV programmes but later have been successfully applied in the classroom. This programming appeared during the eighties due to the proliferation of the VCR. Teachers were able to exercise some control by choosing when to view programs, which programs to watch. The advent of the VCR is newer type of material usually targets supplementing the learning experience and hence, more and more programs have been produced for a classroom. Earlier efforts for distance learning attempted to present a video version of a lesson in a traditional classroom. However, programs organized specially for the students of a conventional classroom can focus on the curriculum objectives.

TV is an excellent technological device for illustrating facts or themes, describing context, and generating interest. Since it is not a truly interactive medium, so care has to be taken in such way so that the students can have less chance to speak about their difficulties in going through the lesson presented by the TV. As there is no provision for interaction, so, the teacher should play his role in finding out the difficulty and complicity in terms of the lesson being presented by the TV and also to clarify very well. Hence, the teacher will have to be the middle person to help and assist the students.

Chen and Hodder (1997) conducted a study dealing primarily with career education programming which helped underscore the elements of effective classroom television. This examined a ten-year track of formative and summative research conducted and managed by the Foundation for Advancements in Science and Education (FASE), which created "Futures" and "The Eddie Files," as well as the highly-regarded ITV programs (FASE, 1997). They viewed that shorter programming gave higher value and made a greater impact in a classroom and that video proved to be most useful when used to support, rather than replace, the teacher.

Another important ITV development came in to support video presentation in a classroom in the eighties. It was found by some producers that well-produced guidebooks can increase the implementation of video. The Internet also gave another direction to the functioning of ITV programmes. Teachers can visit different relevant sites as reference to the course content and select the support materials, and can use them to supplement the ITV programme presentation. 99% of

teachers report that they have ready access to the Internet and only 39% say that they use these tools frequently to make instructional materials (National Center for Education Statistics, 2000).

III. THE INTERNET AND ITV

Whatever, the current practices being performed by the teachers, there is no doubt that the teachers will use the Internet in future to find and create better lesson materials and it will increase dramatically. In using video programmes of a particular lesson, the teachers should not partly present the lesson and should not interfere during the presentation of the programme. If it is done then the interest and motivation of the students may get hampered. And accordingly, the effectiveness of the ITV programme will be misused.

Instructional television is finally finding its true classroom atmosphere, where it can be more and more effective and give results to satisfy both the students and the teachers. Hence, the further development of ITV programmes must have to be guided by the need to harness new resources which may assist the classroom teachers in the performance of their duties in an effective manner.

FINDINGS

- ✓ It is found that the television can serve a lot of needs and requirements of the people of the society.
- ✓ There are different television programmes to meet up the needs and requirements of different people of different occupations.
- ✓ There are programmes which supply day-to-day news and information to the viewers.
- ✓ Attempts are being followed to make television a tool for facilitating education.
- ✓ In the developing countries, satisfactory experiments are being continued to make television a facilitating device for all fields of occupations like health, education, agriculture, family welfare etc.
- ✓ Television has been found to be a force for strengthening the teaching-learning atmosphere.

IV. CONCLUSION

After the study on television and its programmes, it may be supposed that, in ear future, television is going to occupy a strong place in order to serve the needs and necessities of the people of different needs and requirements. No doubt, attempts must have to be continued to exercise television

programmes with a view to fulfil the hopes and desires of different people in several ways.

TVs and other technological devices give opportunities to teachers to make the learning experience more relevant, interesting, attractive and engaging. Lectures and teaching can be made more interesting by the educators to help the students learn difficult concepts with the help of television. Of course, the television programmes prepared for the classroom should deal with the course contents in favour of the students. Many people think that watching television is to spend hours than reading textbooks. But this sort of concept should have to be reformed and another positive mind towards television should have to be exercised. At present some schools in Delhi are accepting television sets with a view to enhance the effectiveness of teaching-learning situation.

Television attracts the audience of all age groups, literate and illiterate, irrespective of caste, religion and language etc. Television has been given importance in a number of countries to be a tool of teaching. The educational telenovela is one form of edutainment which is very popular in Latin America. Miguel Sabido has combined communication theory with health and education messages to train up the people throughout Latin America in terms of family planning, literacy, and other current and relevant areas.

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