

TELEVISION AND EDUCATION: COMMUNICATION REVOLUTION AND CULTURE REGENERATION IN INDIA

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Abstract:

Culture regeneration and value transformation are one of the most influential efforts of mass media. Electronic media has changed the scenario of media industry because it has made everything digital and a comfortable user interface environment. Television has proven to be the best possible method through which education, information and entertainment can be disseminated to a large target audience. This medium has the capability to create information societies which can develop a global network of facts, data and valuable information covering all aspects of study. When culture gets modified, transmission of values occurs which either shatters or develops a society. Media has a very crucial responsibility of positive generation of values and constructive domain of knowledge. The communication revolution can be defined as the sudden wide availability of media options through which the dialogue process has become multi dimensional. This paper tries to study the role and effects of television on education in India. How did television add to the possibilities of an effective education system in India? This will be the most central aspect of this paper. Satellites have been the key agents in heralding the age of wireless communication. They have used space as the medium of dispersing the audience specific messages and designed programmes. The “Global Village” as connoted by Marshall McLuhan can be comprehensively depicted through the existing use of wireless devices for the message encoding and decoding. What is striking is the dependency level of the target audience on the wireless system that has formulated the whole cycle of data generation and collection as well as its effective dissemination.

Keywords: Television, Communication, Global Village, Information Society, Satellites, Culture regeneration, Wireless network.

1. Introduction:

Vikram Sarabhai was one of the visionaries of Indian television who thought of expanding the communication horizon of India through television. Through the satellite route, India got showcased on world communication map which brought international fame to it. Though television was new to India, but our country did not leave any stone unturned in making television an integral part of common man. International funds and government's positive attitude helped television to be a reality in Indian society. Satellites have today become the change agents but this visual medium has a long history in India which lays down a firm base for new technologies to make headway for themselves. Television has transformed our society in such a way that innovative values and cultural modifications have been pouring in that has constantly galvanized human development. This paper discusses the brief historical perspective of Indian television followed by its role in carving out spaces for new information societies and thus leading to cultural manifestation of a particular society. It also discusses as how television facilitated educational prospects in India.

- Statement of the research problem- Television leads to cultural modifications and adaptations and also helps in improving education system of India.
- Objectives-
 - 1) To study the history of television in India
 - 2) To study the effect and role of television on Indian society
 - 3) To study the role of television as a catalyst in improving the education system of India
- Hypotheses: Television has contributed to education in India and has created a wireless network of ideas and information that has redefined the cultural values of Indian civilization.

2. Background of the related work:

a) Shahid Rasool in his book, "Educational Television in India" discusses the history of television in India by stating several facts on its arrival and its conduction in Indian society. The International Industries Fair in Delhi in 1955 brought television for the first time. The first experimental television service in India began on 15th September, 1959 when UNESCO gave 70 television sets to India. 66 teleclubs were set up for community viewing. "Delhi School Television Project" was started for Delhi schools in 1961 with the assistance of All India Radio

and Education Department of Delhi Administration which included the installation of 360 television sets for 150 schools benefitting 20,000 students of secondary classes. Delhi Doordarshan started its general service by 1965 and the telecast hours were increased from 6 hours 20 minutes in 1961 to 17 hours 40 minutes in 1965. Krishi Darshan was started in 1966 which promoted rural development by educating farmers to innovative agricultural methods and also imparted adult education. Television stations were installed at Bombay, Calcutta, Srinagar, Kashmir, Madras and Lucknow from 1972 to 1975. Satellites like INSAT-1A and INSAT 1-B made colour television programming possible along with remote sensing of the earth for environment, geographical, geological and geophysical studies. Shahid Rasool in his book discusses the significance of Doordarshan in televising the educational programmes. He discusses as how Doordarshan became pervasive in our society. It covered 65% of the landmass and 87% of the population. He discusses the importance of SITE which came in 1975 that was the largest ever experiment in the domain of mass communication using satellite television. Here, the basic objectives of SITE are discussed. It is reported here that this experiment was basically for the development of satellite based instructional television system particularly in rural areas. Direct Reception Systems were brought and television sets were brought for community viewing. He discusses the launch of Kheda communication project that was launched with milk cooperatives, rural bank, health, education and other departments of Gujarat government. It is reflected clearly in his piece of work that with the arrival of SITE and Kheda Project, India realized that television can be effectively used for the purpose of school and college education at national level. "Countrywide Classroom" was started by UGC in 1984 on Doordarshan National Network for undergraduate and post-graduate students across India. UGC established "Media Centres" in various universities for the production of educational programmes. GYANDARSHAN and VYAS were the two educational channels by UGC started in 2000 and 2004. He also focuses on the problems faced by educational television in India. A number of reasons stated by him are: a) General perception about television being an entertainment media. b) People judge educational television with the commercial television. c) Absence of a solid and concrete policy for educational television in India d) Lack of talented manpower for the production of educational programmes e) Existence of multiple languages in India (all programmes mostly in English and very few in Hindi and regional languages) f)

Indifference of educationists and academics towards educational television as they believe that television corrupts the intellectual quality of these programmes.

b) N.Usha Rani describes in her book the growth and development of educational television in India. She discusses about the institutions using educational media in India. She discusses on EDUSAT which was the first educational satellite of India. GRAMSAT is another village satellite for rural people empowerment. N.U. Rani goes on to emphasize that “development communication” gained popularity through SITE project that encouraged the village people to accelerate changes for agricultural growth and increased per capita income with removal of poverty and illiteracy. She categorized Indian television in five distinct stages: i) 1959 to 1975- growth of television in initial years ii) SITE iii) TV as a weapon of government during emergency iv) Video Revolution v) 1991 onwards, satellite channels came and cable spread in cities.

c) Binod C. Agrawal states in his volume that no society or culture can survive without information. He states that every culture is an information society in itself as they have their own methods of information processing, knowledge generation and transfer. He opines that the concept of “communication revolution” differs according to the civilizations in context. According to him, mass participation is also necessary for communication revolution to happen in real terms. He describes “media rich” and “media poor”. Those who have knowledge of media are media rich and those lacking it are media poor.

d) Rommani Sen Shitak in her article published in Global Media Journal (Vol. 2/No.2) Dec 2011 issue states that television is one medium that needs to be put on development agenda. She goes on to say that television has also been used as a tool of propaganda by the government. The paper states that the rules of privatization and deregulation had a detrimental effect on the public service programmes. This paper discusses the role of television in spreading educational programmes through channels like GYANDARSHAN and educational satellite, EDUSAT. The paper discusses the landmark initiatives in development communication using television.

- e) T.Sripathy discusses in his paper titled “Milestone in Time: Educational Television in India” discusses the milestones achieved by television in India. He discusses SITE and Krishi Darshan project and launching of educational satellites like EDUSAT.
- f) M.Dash in his book “Education in India: Problems and Perspectives” states the importance of mass media in spreading education. He states that mass media can be used as a support system in educational institutions by teachers.
- g) Daya Kishan Thussu in his article “Media, Culture and Society” opines that despite the internet making a strong presence on the global network platform, television still remains the most global and powerful of media. He states that the liberalization of television market and innovative communication technologies in the 1990s transformed the entire television landscape. In short, he states that television has been a strong force in bringing digital revolution.
- h) Kornadt and Abankova (1975) found higher achievement scores as compared with normal classroom teaching. Singh and Singh(1983) reported that children belonging to the television equipped schools did better on the achievement test in social studies and science compared to non television schools.
- i) Laharia SN and Dixit VB studied the research papers published in the “Indian Journal of Extension Education” from 1970 to 2000. It was seen that the articles reflected that television has been reported to have a significant positive impact on the knowledge and adoption.

3. Operational definition of the term used:

- a) Educational Television- The term “educational television” refers to broadcasting of a myriad of television programmes for educating a community ranging from simple health, hygiene, family planning, agricultural practices, civic sense to highly technical, curriculum or non-curriculum based programmes meant for a general or specific audience. It also involves instructional programmes meant for school or college students in professional and non-professional courses and varieties of documentaries of general or specific interest. For ex. UGC brought VYAS which is an educational channel.

b) Information Society- It is a data space created by the wide variety of medium like television, radio, online networking, telecommunications etc. which connects audiences from diverse backgrounds and weaves them into a unified communication framework.

c) Culture- It is a system of ideas, beliefs, values, norms and a set of codes of conduct that defines a particular society which guide them to live in a certain way or manner. Communication is hence a manifestation of culture.

4. Design of the Study:

a) Research Methodology- The researcher followed a **historical approach** to the research conducted. Certain books and journals were read and thus information was collected. It was further analysed and interpreted. The content analysis has been done on an interpretative level that relates to information pertaining to television and its role on education and culture of Indian society.

b) Sources of Data- The data was collected from journals and books of certain authors.

5. Analysis and Interpretation of Data:

Television has created a major change in our society and that is the generation of an information superhighway that has yielded several options for differently segmented audiences. It brought classroom teaching to a new level that made interaction an integral part of learning. Satellites educational in nature were launched which helped educational programmes being delivered to the classrooms. Community viewing became a dynamic feature of participatory mass gatherings. UGC through VYAS and GYANDARSHAN redefined the classroom teaching which made it more inclusive and involving. Special audience programmes like Krishi Darshan helped farmers to build a strong base for agricultural boom in India by upgrading their knowledge and level of practices. Family oriented shows like “Buniyaad” and “Hum Log” reinstated Indian culture among the viewers. Community TV sets helped people discuss their problems and initiated the dialogue process that made them feel a part of their own society. Thus “participatory communication” started emerging on a new constructive level. Today despite of so many media roads like personal computers or smartphones, television still captivates audiences through its visual delights as it a perfect unit of entertainment, education and information delivery system. Globalization of media happened through cables and satellite channels making it wireless and it

is television that has become available on computers, smartphones that has completely altered the connotation of media forms and has made the communication world more flexible, intense dynamic, highly interactive resulting in the form of in-depth connectivity for myriad sections of audiences and regular consumers of updated information. Thus the researcher concluded that television when used constructively helps in promoting education and positive cultural values in a particular society.

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