

Television as a Medium of Lifelong Learning; Analysis of DD Kashir Programmes

FOWZIA AFAQ,
EHTESHAM AHMAD KHAN

Abstract

The broad aim of this research is to analyse the role of TV especially DD (Kashir) in Life Long Learning. It analyses the DD Kashir programmes with reference to language and educational purpose under different categories. Qualitative approach has been used for the study. Data has been collected from both secondary and primary sources. Primary data was collected from a self made schedule to analyse the programmes of DD Kashir having educational objective under different categories i.e. Educational, Socio-culture, Agricultural, Current affairs, Science, Health and Environment. Researcher selected 20 programmes from each area and thus total 140 programmes were selected as sample. Besides examining the programmes, 25 in-depth interviews were done to know how effectively DD (Kashir) plays a role in Lifelong Learning. The results revealed that DD (Kashir) is the main source of providing education and information related programmes and is the medium of lifelong learning for masses especially in rural areas. More over programmes telecast on DD (Kashir) were satisfactory in terms of language. Present research has relevance as it covers the broad theme of TV intervention in Lifelong learning. Moreover no other study has been conducted yet in which both the Medium and the receiver have been studied in order to examine the role of TV (DD Kashir) in Lifelong learning programme.

Keywords: TV, Doordarshan Kashir, Lifelong learning

Author: Fowzia Afaq, Research Scholar, Dept.of Mass communication & Journalism (MANUU), Gachibowli, Hyderabad, PIN – 500032, Telangana State, India; **Email:** fozia.afaq@yahoo.in; **Prof. Ehtesham Ahmad Khan**, Dean & Head, Dept. of Mass Communication & Journalism, Maulana Azad National Urdu University, Gachibowli, Hyderabad, PIN – 500032, Telangana State, India; Email: ehtik_khan@yahoo.com

INTRODUCTION

Mass media, especially TV, influence our daily life. Television and Video are powerful media used for educating masses. American scholar Richard Clark said that media does not influence learning but it is a vehicle that carries information to everyone. Television is an audio visual medium that involves one way communication. There are now different forms of TV i.e.,

instructional Television, Interactive TV, Video conferencing etc. Television acts as a direct teaching resource. Since the TV programmes are designed properly and can reach large audience, it is a source of Learning for everyone. Television came to India as DD named as Doordarshan on September 15, 1959 as the national TV network of India. The first telecast was started on September 15 in New Delhi, second station was set up in Bombay in 1972 and in 1975 five TV centers were set up across India in *Kashmir* (Srinagar), Amritsar (Punjab), Calcutta, Madras and Lucknow.

Doordarshan is the most potent medium in Indian Society as the programmes telecast are more useful for masses and each programme has educational objective. Among major Educational TV projects in India is Secondary School Television Project (1961), Delhi Agriculture Television Project (1961), Delhi Agriculture Television (DATV) Project (*Krishi Darshan*) 1966, Satellite Instruction Television Experiment (SITE) 1975, UGC- Higher Education TV Project (HETV) 1984, IGNOU-DD Telecast (1991), *Gyan Darshan* Educational Channel (2000) and the Teletext service which was started by the Doordarshan Delhi on 14 November 1985. This shows the contribution of Doordarshan in educating masses and a Lifelong learning. DD (*Kashir*) is the regional subsidiary TV station of DD India and it is available to 96% population of the Kashmir valley. Kuchroo 1999 reported that institute of Correspondence Education, University of Jammu as well as IGNOU supported student learning through the mass media especially Radio, TV and newspapers.

Lifelong Learning

Lifelong Learning Is about acquiring and updating all kinds of abilities, interest, knowledge and qualifications from the preschool years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning. Lifelong learning's core values of learning, exploring, and serving, coupled with benefits for the mind; body and spirit make it an incredibly powerful tool for personal transformation and enhancement. (Nordstrom, 2006)

According to Nancy Merz Nordstrom, there are ten benefits of lifelong learning:

- Lifelong learning helps fully develop natural abilities.
- Lifelong learning opens the mind

- Lifelong learning creates a curious, hungry mind.
- Lifelong learning increases our wisdom.
- Lifelong learning makes the world a better place.
- Lifelong learning helps us adapt to change.
- Lifelong learning helps us find meaning in our lives.
- Lifelong learning keeps us involved as active contributors to society.
- Lifelong learning helps us make new friends and establish valuable relationships.
- Lifelong learning leads to an enriching life of self-fulfilment. (Nordstrom, 2008)

TV and Lifelong Learning:

TV is one of the effective media combining both visual and audio technology that provides visual material to enhance the level of learning. It is one of the foremost tools of lifelong learning in the 21st century. Education is now perceived as a lifelong enterprise and it occurs more outside school. It can be perceived through home schooling, learning centres etc. (Collins and Halverson, 2009). The learning is now more technology driven. Previous research shows that TV has potential to teach (Klein, 2011 ; Lesser, 1975; Noble & Noble, 1979, Pepper, 2011; Tulloch & Lupton, 1997; Tulloch & Moran, 1986). Like other new technologies, television can teach outside school and promote lifelong learning. To be a lifelong learner it is not important to spend life in a classroom. One can learn a lot from interpersonal communication, mass communication and TV as an audio-visual medium, it can be referred as a medium of lifelong Learning.

REVIEW OF LITERATURE

Ahamad and Aqil (2015) studied programmes telecast by National Broadcaster DD National. In this paper researchers analysed the Doordarshan programmes according to educational indicator. Programmes were examined based on their nature, present trends and language. Pace and educational objectives under different dimensions were studied through content analysis. The result revealed that programmes telecast by DD-1 are satisfactory in terms of Language, Pace and Educational objectives. These programmes provide education and information about various aspects of life to viewers. Therefore, DD 1 is considered as the main source of providing education and information to masses of India especially in the rural areas.

Research done by **Head, Hoeck et al** on the Life Long Learning in digital age examined the factors affecting the adult participation in lifelong learning, including the usage of Internet based learning and face to face learning. Researchers have used content analysis method to analyse 185 research articles published from 2008 to 2013. Articles were selected from 39 countries including European Union, United States, Canada, Australia and countries like Mexico, Brazil, China and Taiwan. Besides the online learning, the article has focused on face-to-face learning and training modes besides Internet modes. Seven thematic research areas were chosen for the study, four major and three emerging themes. Findings suggest that majority of the recent research on lifelong learning were written by authors from Europe, which are known for some of the world's most progressive lifelong learning initiatives. Moreover, there was an expanded awareness of, and interest in, informal and non-formal learning practices in the data set of articles analysed. Findings also suggest that the impact of the Internet on lifelong learning requires ongoing inquiry and a new understanding.

Karim, Kamal & Islam (2001) in their paper argued that different types of Media are used to transmit education to the learners and plays a significant role in distance and open learning system. This paper aims to reveal the role and effectiveness of Radio and TV programmes in Distance and Open learning system on the basis of a survey of the students of Graduate Diploma in Management (GDM) programme of Bangladesh Open University (BOU). The result revealed that TV sets were available to more than 71 % of the students, and the TV programmes presented by BOU were appreciated by 85% of GDM students. Moreover, Radio sets were available to 86% of the participants and only 50% found it effective.

Statement of the Problem

Doordarshan plays a vital role in educating masses and telecast programmes in almost all states and has been an effective medium of learning since it started. It telecasts programmes on health education, social education, science and environment education. Besides this, DD has become the source of legal information, which helps in development of knowledge.

Study of past literature on the topic, content analysis of DD *Kashir* programmes and discussion with the viewer helped to conduct a study about the evaluation of DD *Kashir* programmes and its role in lifelong learning. This study was conducted to know how DD *Kashir*

helps masses in learning regarding health, agriculture, language, environment etc. Since DD *Kashir* is the only satellite TV channel telecast in *Kashir*, it was important to know how it becomes the medium of lifelong learning.

Significance of the study:

Television has mainly three functions, to inform, to entertain and to educate. Television plays a very important role in opinion formation and presenting images of Indian Society. In *Kashir* region, majority of the people watch TV channels in general and DD *Kashir* in particular. These programmes affect various aspects of life.

Generally, there is a perception among masses that TV is a medium of entertainment but studies have endorsed the perception that programmes are educational in terms of information, knowledge, skills etc. Therefore, it was found important to analyse the educational aspect of DD *Kashir* since these programmes lift our social life in many ways.

OBJECTIVES

- To examine the role of DD *Kashir* in Lifelong learning
- To analyse the DD *Kashir* programmes with reference to language and educational factors
- To know the perception of DD *Kashir* Viewers about Lifelong learning

RESEARCH METHODOLOGY

Qualitative approach has been used for the study. Only DD *Kashir* programmes with reference to education were selected for this purpose. Data has been collected from both secondary and primary sources. For the secondary data Journals, Books and online material were referred and Primary data was collected from a field study using questionnaire schedule. Data was analysed under 6 broad categories viz.,

- Educational
- Socio-culture
- Agricultural
- Current affairs
- Science and Environment
- Health

Researcher has selected 20 programmes under each category using simple random sampling and a total 120 programmes constituted the sample. Besides, examining the programmes, 25 in-depth interviews were done to know how effectively DD (*Kashir*) plays a role in Lifelong Learning. For in-depth interviews, respondents were selected through convenient sampling.

ANALYSIS AND INTERPRETATION

Table 1 Content Based Categorization of Programmes for Analysis

Sl.No	Name of the Area	Code
1	Educational	I
2	Agricultural	II
3	Current Affairs	III
4	Science and Environment	IV
5	Health	V
6	Sociocultural	VI

The programmes of each category were analysed according two major dimensions, Language consisting of *Kashiri*, Urdu, Urdu and *Kashiri* and Educational aspect consisting of Knowledge, Understanding, Skill and Application.

Table 2 Distribution of the Programmes according to Language

Area	I	II	III	IV	V	VI
N	20	20	20	20	20	20
<i>Kashmiri</i>	65%	85%	50%	50%	40%	80%
Urdu	15%	14%	30%	20%	25%	20%
Urdu and <i>Kashiri</i>	20%	1%	20%	30%	35%	0%

Language is considered as a way of communication by which we express ideas, views and experiences to others. The table 2 shows that 65 % educational programmes are telecast in *Kashiri* and only 15% in Urdu and 20% in both Urdu and *Kashiri* languages. Since most of the people live in villages and have access to DD *Kashir*, 85% of the agricultural programmes are telecast in *Kashiri* and only 14% in Urdu and 1% in Urdu and *Kashiri*. In terms of current affairs, the DD *Kashir* telecast 50% of the current affairs in *Kashiri* language and 30% in Urdu and 20%

Urdu and *Kashiri*. 50% of the Science and Environment programmes are telecast in *Kashiri*, 20 % in Urdu and 30% in both Urdu and *Kashiri*. Health is an important aspect and 45% of the Health related programmes are telecast in *Kashiri* and only 25% in Urdu and 35% in both Urdu and *Kashiri*. 80% of the Socio-Cultural related programmes/events covered are telecast in *Kashiri* and only 20% in Urdu since social structure is based on tradition and culture.

Table 3 Distribution of the Programmes according to Educational Objective

Area	I	II	III	IV	V	VI
N	20	20	20	20	20	20
Knowledge	60%	35%	40%	65%	60%	45%
Understanding	30%	0%	35%	30%	20%	20%
Skill	5%	40%	15%	4%	3%	15%
Application	5%	25%	10%	1%	17%	20%

Each programme has educational relevance and importance. It has educational message for masses. The table 3 shows that 60% of the programmes were based on knowledge, 30% were based on understanding, 5% for skill and 5% on application in the area of education. In the area of agriculture, 35% programmes were related to knowledge, 40% based on skill and 25% on application. In the area of current affairs, 40% programmes telecast on DD *Kashir* are based on knowledge, 35% on understanding, 15% on skill and 10% on application. 65% programmes related to science and environment was based on knowledge, 30% on understanding, 4% on skill and 1% on application. 60% of the health related programmes were knowledge based, 20% on understanding, 3% on skill and 1% on application. In socio-cultural area, 45% programmes were knowledge based, 20% understanding based, 15% skill based and 20% on application based.

ANALYSIS OF INTERVIEW BASED DATA

TV as a medium of Lifelong Learning (Education)

Mass media should include educational programmes besides entertainment. It is important to telecast, publish and broadcast the programmes of science, health, and technology. In a group interview, some 15 respondents said, there are many TV channels and it depends on viewers, which channels you are watching or which radio programmes you are listening. Parents play a vital role in restraining children from watching irrelevant things and ingrain a habit of

watching educational channels. Since the children have tight schedule of school, then coaching, they do not get much time to watch TV. Similarly, six respondents said that their children watch National Geography, History Channels etc., and it helps them to learn regarding History, discoveries and other things that they feel bored reading from books. Some women said that it is TV that influenced them to send their girls to school. They cited the example of soap opera (*Diya aur Baati*) in which Sandiya qualifies IPS. More over, women respondents said they also learn new things from DD *Kashir*. They get the information on adult education and different educational schemes as well.

TV as a medium of Lifelong Learning (Agriculture)

In a group interview, respondents said that they watch DD *Kashir* also for information regarding agriculture. Most viewers said that they watch TV for learning agricultural practices such as information on seeds, fertilizers, and hybridization. Most of the respondents said that they watch DD *Kashir* that telecast programmes in *Kashiri* language and have many developmental programmes. For the knowledge gaining they prefer DD *Kashir* and some local channels as well. The data analysis shows that a majority of respondents felt that mass media helped them in development of agricultural practices by watching DD *Kashir* and they learn new knowledge regarding new things. Respondents said DD *Kashir* has been a medium of change especially for old retired people as new generation now watch satellite Channels.

TV as a medium of Lifelong Learning (Current affairs and Science related knowledge)

Mass media is designed to reach a large, heterogeneous audience. Information regarding national and international events is very essential for a person to have an idea of what is happening in the world. Earlier Newspaper, TV and Radio were the source of information, now new media has been an influential and most often used medium. In a group interview, 15 respondents said that TV DD *Kashir* was the source of information for them. Almost everyone uses dish TV. Respondents said that they are interested in local and national news. For local news they get information and news bulletins especially broadcast in evening. For national news respondents watch TV (Kashmir Bulletins), DD National, DD *Kashir*. Majority of the respondents said that in conflict times, they watch TV to get information regarding national and local events. Many respondents said that it is very important to get the information regarding

weather conditions and DD *Kashir* is the chief source of weather bulletins. Respondents said that watching TV helps in learning new things about environment, climate change and pollution. Moreover, children have evinced keen interest in learning about science.

TV as a medium of Lifelong Learning (Health related Knowledge)

In a group interview, eleven respondents said that in between TV serials, advertisements are shown on AIDS, vaccination, family planning, and so on, which is educative and learn about these things. Seven respondents said that that DD *Kashir* telecasts the programme (Doctor online) that is very helpful in awareness of different diseases. Respondents felt that health related knowledge is not given much coverage or space by any media but they learn regarding various diseases that doctors talk on DD *Kashir* and take precautions against the dreadful disease. Respondents said they watch DD *Kashir* for learning and it is an ongoing process.

FINDINGS AND CONCLUSION

Language is the most important element of any culture and people can understand messages and can learn easily from Television. In the process of Lifelong Learning, regional languages used on regional TV channels make learning easy. Most of the programmes in DD *Kashir* are telecast in *Kashiri* Language as the target audience is from *Kashir*. To cater to the rest of the audience DD *Kashir* uses Urdu as well and in some programmes both Urdu and *Kashiri*.

Almost in all the programme categories analysed on DD *Kashir*, Knowledge, Understanding, skill and application aspects play a significant role in Learning. Each programme has the educational relevance and the medium is the source of lifelong learning for every age group.

In-depth interviews revealed that TV especially DD *Kashir*, is a source of Life Long Learning in every programme category from education to agriculture and from environment and science to health. DD *Kashir* plays a vital role in learning. Programmes like *Butraat* are a source of learning agricultural practices and Doctor Online is a source of learning regarding various health Issues.

REFERENCES

1. Ahamad, E. & Aqil, Z. (2015) Assessment of Doordarshan Programmes with reference to Language, Pace and Educational Objectives. *International Journal of scientific Engineering and Research*. 3, 9, 15-19, September
2. Collins, A. & Halverson, R. (2009) *Rethinking education in the age of technology*. Springer, New York.
3. Gee, J. P. (2004) *Situated Language and Learning: A Critique of Traditional Schooling*. Routledge, London.
4. Head, A.J., Hoeck, V.M., & Garson, S.D. (2015) Lifelong learning in the digital age: A content analysis of recent research on participation. . *First Monday*, 20, 2 Retrieved from <http://journals.uic.edu/ojs/index.php/fm/article/view/5857/4210>
5. Karim, S., Kamal., M. A. & Islam, M.M. (2001) Role of Radio and TV Programmes in Distance and Open Learning system: A Case of Bangladesh Open University. *Indian Journal of Open Learning*. 10,2, 83-97 Retrieved from
 - a. http://cemca.org.in/ckfinder/userfiles/Salma_Karim_Mostafa_Azad_kamal_Mayenul_Islam_Md_0211.pdf
6. Kachroo, K.B. (1999) Distance Education Programmes at college and University Levels in Jammu Region: An Evaluative Study. *Indian journal of Open Learning*. 8,3, 293-305, September
7. Klein, B. (2011) Entertaining ideas: social issues in entertainment television. *Media Culture Society*, 33, 6, 905-921, September.
8. Lesser, G. S. (1975) *Children and Television: Lessons from Sesame Street*. Vintage Books, New York.
9. Nordstrom N., (2006) *Learning Later: Living Greater*, Sentient Publications, United States.
10. Nordstrom N., (2008) *Top 10 Benefits of Lifelong Learning*, Retrieved from
 - a. http://www.selfgrowth.com/articles/Top_10_Benefits_of_Lifelong_Learning.html
11. Noble, G., & Noble, E. (1979) *A Study of Teenagers' Uses and Gratifications of the Happy Days Shows*. *Media Information Australia* 11, 17-23. February.
12. Pepper, S. D. (2011) *Public Service Entertainment: Post-Network Television, HBO, and the AIDS Epidemic*. Doctor of Philosophy, North Carolina State University, Raleigh, North Carolina.
13. Tulloch, J., & Lupton, D. (1997) *Television, AIDS and Risk: A Cultural Studies Approach to Health Communication*. Allen & Unwin, Sydney.
14. Tulloch, J., & Moran, A. (1986) *A Country Practice: "Quality Soap"*. Currency Press, Sydney.