EDUCATIONAL BROADCASTING AND THE NEW NORMAL : A STUDY ON THE BEST PRACTICING PROJECTS

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ABSTRACT

The new Corona virus has hampered global education. In this situation, humanity must adapt to a new lifestyle to survive to the next phase. COVID-19's emergence has hampered the educational system as a whole. However, a new educational method has emerged as a remedy for the troubles. Online teaching-learning and educational broadcasting have helped advance education to a great extent. This paper discusses online teaching-learning, worldwide and national educational broadcasting, and Indian adaptation. Also mentioned is the educational system of Kerala in difficult times.

Keywords : *Educational Broadcasting, Online teaching-learning, Public Education, Victers', KITE*

Introduction

The 21st century pandemic year has been hard on society. The daily lives of humans are integrated as normal. In the pandemic age, education has seen a critical turning point. This turning point met the boiling point of education at its apex, and the survival problem reached its thread. However, the school system discovered a method to be steady even in a tough situation by adapting technological support for education development. The online classroom is the main source of modern education (Lathifah, 2020).

The world's online education system has been dominated by online education (Parker et al., 2011). The relevance of online education only became apparent as COVID-19 spread. However, early online courses accommodated the educational crises and led to a novel educational milieu (Garbe, 2020). The broadcasting of education through entertainment media has helped those in need gain knowledge more easily (Nkwam-Uwaoma, 2016). As the dominant broadcasting medium of the 21st century, TV has a tremendous impact on education, which adapts to an entertainment-based approach to learning. Common goals and priorities are important for both adults and children in learning through broadcasting (Asemah, 2011).

Educational Broadcasting Internationally

Educational broadcasting is a one-way medium for formal learning, a course material transmission with the latest technology to reach a massive audience, especially the isolated from rural areas, giving importance to pedagogy while producing ready-made class lessons to the students of the world to explore the educational world to improve their knowledge the without a virtual classroom (Guarrera, 1972; Berman, 2008; Hammond et al., 2016). In addition, Morocco university provided distance education via educational radio broadcasts to students from various colleges in Morocco, including those in remote locations (Khadija, 2020). As a distant education system, television and other visual mediums help students from afar, but student-teacher feedback is lacking (Hammond et al., 2016). As the pandemic reached its peak, Ghana and Nigeria encountered difficulty implementing a new media education system. Education and Communication Ministries advocated using TV and social media as educational techniques (Adom, 2020).

UNESCO has established the International Children's Television Charter, which encompasses content, regular timing, and student needs (Imhanobe, 2019). Educational broadcasting focuses on children, uneducated individuals, minorities, and educationally avoided gender. Animated cartoons, quizzes, drama, debates, and instructional program note student learning. It also develops technical expertise and gives faculty time to investigate through films and recordings. (2016).

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With the power of broadcasting, the US government has concentrated on educating the public through TV to enhance educational programmes. The National Association of Educational Broadcasters (NAEB) later became Public Broadcasting Service (PBS) (Rodriguez & Conn-Powers, 2018; Moore &Toov, 2020). In Japan, the Nippon Hs Kykai (NHK) is in charge of educational broadcasting throughout the country and is the finest in the world at providing radio and television educational programming that focuses on the educational growth of society. Development of school broadcasters as part of public broadcasting following national school policy (Imaizumi& Seiji, 2008).

The BBC generated more than 100 radio and TV series for Open University students in the UK. Personalised structure, virtual classroom learning environment, educational campaigns, and inclusive system, are ensured in online learning platforms (Grainge & Johnson, 2018; Genders, 2018; BBC, 2020; Hoare, 2020). Most children can now learn at home using free-to-air channels on radio and TV, required technology and equipment in their homes.

Educational Broadcasting in India

India's government has produced educational resources and content in abundance. As the Indian government handled big concerns before, they built EDUSAT educational platforms (Garg & Jindal, 2009). As in the U.S., they have educational channels (like EDUSAT). In 1959, India's Doordarshan began broadcasting television. After that, most states started national and state channels; educational broadcasting began with radio. The government began using television as an instructional tool with the Secondary School Television Project in 1961 and Delhi Agricultural Television (DATV) in 1966. The Indian government focused on rural education in primary school children from Orissa, Karnataka, Bihar, Madhya Pradesh, Andhra Pradesh, and Rajasthan through the Satellite Instructional Television Experiment (SITE) in 1975 and the Post-SITE project in 1977 to bring out scientific knowledge and educational awareness (Vyas et al., 2002; Kannadasan et al., 2019).

INSAT had a big impact on educational broadcasting in India in 1982. In 1984, the UGC-Higher Instruction Television Project (HETV) focused on the countrywide classroom to enrich education through programmes, and

UGC created various communication research centres (Mishra &Dangwa, 2019). Indira Gandhi National Open University proposed televising its instructional programme on Doordarshan in 1991 for faraway learners (Roul& Sharma, 2010). Similarly, the Ministry of Education, IGNOU, Prasar Bharti, and MIB established Gyan Darshan in 2000. It offers 24-hour educational and foreign programmes. It comprises IIT, IGNOU CIET-NCERT, NOS, CEC-UGC, TTTI, and Adult Education programmes and is available nationwide for free (Toms & Nilofer, 2020; Srivastava & Sharma, 2020). However, most learners rely on online platforms since they allow simple access and comfort for learning as they wish. Educational broadcasting is limited by the time it takes to broadcast a programme.

Educational Broadcasting in Kerala

Kerala Infrastructure and Technology for Education focuses on improving pedagogy, technology, and physical infrastructure to upgrade Kerala's public education to international levels (KITE, 2020). The Kerala State Planning Board Economic Review 2017-2018 reports an increase in female student enrollment as KITE and the right to education work in the field (Vidyalakshmi, 2020). Kerala's state channel, Victors, focuses on educational development. IT@School is a Kerala government project. Integrates ICT to create a student learning environment. It's the world's largest Free and Open-Source Software (Thankachan& Moore, 2017).

The General Education Department of Kerala's effort in generating e-learning resources can be considered the key source for integrating technology into relevant education systems (Mohan &Thampi, 2017; General Education Department, 2020). The Government of Kerala established and remodelled Victers as the state's first Edutainment channel. As the epidemic era continues, it is the online classroom for school and college students. It includes Looking at media, Victors Room, PaadavumKadannu, BaalaKavithakal, VictersPooram, Nobel Laureates, BaalaSooryan, Paithrukam, BhoudeekaKauthukam, Vijnanadhaara, PaadangalPadavukal, Drishyam, Victors Film Festival, Anu muthalAakashamVare, Balloon Art, Rashtrangale It offers the major programme First Bell for

students on covering their topics in schools and universities, which is an opportunity for rural school kids and students with special needs to get information (Anilakumari, 2011; Victers, 2020).

Samagra of Department of General Education Kerala is an e-resource portal that provides educational and recreational activities, enhancement of teaching and learning experiences through pedagogically designed digital resources; e-resources, general resources containing presentation, pdfs, audio and video lectures, question repository in subject-wise to improve the evaluation process, and softcopies of SCERT (Samagra, 2020).

Sametham is a KITE initiative that shares the infrastructure and the authentic data of academics of the schools of Kerala(Sametham, 2020). Similarly, Little Kites an initiative of KITE is largest IT Club in the country features over 1,00,000 members who are students, and provides intense training in the field of Animation, Cyber Safety, Malayalam Computing, Development of Mobile Apps, Programming, Robotics, E-Commerce, e-Governance, Video Documentation, Web TV and Hardware and Electronics. It focuses on the enhancement of technological knowledge, provides the knowledge of the different perspectives of ICT tools, and enrich them with the safe internet using, cyber security and language computing (KITEb, 2020).

As we attain Kerala Infrastructure and Technology for Education, IT is included to the curriculum in 2001 and becomes mandatory in 2003. IT@School and Victers began in 2005, and ICT-enabled education began in 2010. Haritha Vidhyalayam's 2011 exhibition, VHSE's 2013 hardware training are examples. Victers went digital in 2014, and the Little KITEs and Samagra Resource portals were built in 2018. ICT intervention in higher education, Hi-tech training, and skill-based training for primary teachers began in 2020, while Victers expanded (KITEa, 2020).

Conclusion

Online teaching-learning began before the pandemic. In India, Kerala's educational system relies on traditional and blended learning. at the same time, Victers, Little Kites, and Samagra, from Kerala Infrastructure and Technology for Education, provide greatest knowledge access. Victers channel makes learning easier for rural and remote students in the new normal. Lack of assistance, technological availability, and curriculum adaptation make educational environments problematic (Thankachan& Moore, 2017). Despite technological challenges, most students like the existing learning environment. In the age of the new normal, integrating technology for teaching-learning should be more carefully planned.

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