



Perceptions of teachers towards educational broadcasting: a case study of Victers Educational Channel Kerala

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ABSTRACT

Broadcast technologies like television recently played an important role in delivering education, especially during the period of Covid -19 pandemic. The present study explores teachers' perceptions towards broadcasting of educational programmes by Victers Educational channel of Kerala. In recent years, particularly during the Covid-19 pandemic lockdown, Victers emerged as a critical platform for continuing formal education when traditional classroom teaching was disrupted. The channel not only ensured continuity of learning but also positioned Kerala ahead of other Indian states in terms of delivering online classes and educational programmes through television. Despite the apparent success of Victers in educational broadcasting, comprehensive research studies remain scarce regarding its effectiveness, accessibility, content quality, and impact on various student populations. The present study tries to provide teachers' perceptions on the educational broadcast by Victers channel and its impact on school students in Kerala.

Key words: *Educational broadcasting, Victers channel, teaching-learning, televised instruction.*

Introduction

Television forms one among the most prevalent and favoured means of mass communication. As an advanced medium in mass communication, television is capable of delivering a diverse array of information to a broader audience in an easy way. The distinctive characteristic of television is that it combines audio and visuals, which makes the delivery of information more effective compared to other media. It additionally possesses the ability to connect a diverse population simultaneously which makes it a perfect communication tool for conveying information to a wide audience. With the support of satellite technology, it connects people from all walks of life by transcending cultural, geographical, and physical confines and constraints. Due to its enhanced

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availability, television is considered as more efficient media for delivering information in a direct, personal, and captivating manner than any other media (Saltrick et al., 2004; Rathore, 2013).

Television has a significant importance in many countries as an instrument for delivering educational content both in the formal and non-formal system. The remarkable combination of sound and visual technology renders it a powerful tool for advanced educational drives (Valdivia et al., 2013). Observations on the usefulness of television has shown that it can be a powerful tool for students when utilized wisely. Appreciating the prospects of television, educational experts and policy makers have made initiatives to tackle it for accelerating children's education by encouraging their academic, linguistics well as social skills. The research conducted by Bates (1981, 1983, 1987, and 1988), Olson and Bruner (1974), and Salomon (1979) propose that television is distinct from other forms of media as it has the ability to convey knowledge, alongside its instructional and teaching implications. Kirkorian (2008) indicates that educational television shows, specifically created in alignment with a curriculum having a distinct aim to impart academic or social skills, successfully instruct their planned teachings. Available research studies on the role of television in imparting education indicates that television can perform variety of roles within an educational framework. Present study tries to evaluate teachers' perceptions regarding Victers channel- the educational broadcast initiative operated by General Education Department of Kerala to provide televised learning resources for school children.

Victers is a non-interactive channel first of its kind in India, which exclusively modeled for school children to deliver the educational content in large level. Since its inception in 2006, Victers channel was telecasting its programmes via EDUSAT network with an aim to provide educationally related programmes to students and teachers of Kerala. In 2017 channel is re-named as KITE-Victers (Versatile Information and Communications Technology Enabled Resource for Students) under Kerala Infrastructure and Technology for Education (KITE), to add more scope and authority for imparting ICT enabled education to the school children in the state (Ali, 2010; KITE, n.d.).

During the initial stages, Victers included an interactive mode that was utilized for purposes like video conferencing and educational training, facilitated by Satellite Interactive Terminals (SITs), which was utilized for video conferencing and other educational training purposes. Several departments like, Directorate of Collegiate Education, Directorate of Technical Education, Sarva Shiksha Abhiyan (SSA), Centre for Development of Advanced Computing (C-DAC), Directorate of IT Lakshadweep, and CIMR were used Victers channel to hold virtual review sessions. the primary main users of this facility. Currently, the non-interactive transmission method is in use, which telecast curriculum based

educational programmes to the teachers and school students of Kerala (Ali, 2010; KITE, n.d.).

With the launch of Vickers channel, knowledge delivery in the elementary education scenario of the state witnessed dramatic changes. The channel telecasts curriculum-oriented programmes, like documentaries, short films, fictions, cookies, lectures of eminent scholars, training programmes etc. on a need-based manner to cater students and teachers of schools across the state. With this well-equipped infrastructure the state was able to face the challenges posed by the lockdown imposed to contain the spread of Covid-19. The teachers and other functionaries were able to utilize their digital skills and put them to good use to keep the teaching learning activity on during lock down period. Present study is an attempt to assess the perceptions of teachers regarding the impact of the educational broadcast by Vickers channel among school students in Kerala. The study also compares the role and significance of Vickers' programming during the pre-Covid-19 period with its heightened importance during the pandemic, when it became a crucial medium for uninterrupted education. Furthermore, it examines the post-pandemic scenario to understand how the channel has adapted and continued to support the academic community.

Objectives of the Study

The major objective of the study is to find out the perceptions and opinions of teachers with regard to the educational broadcast of Vickers channel. The key areas addressed in this study, derived from its objectives, include:

1. Impact of programs of Vickers among the school students in Kerala.
2. Quality of the educational broadcasting by Vickers channel
3. Constraints with regard to the accessibility of Vickers channel among school students.
4. Solutions to improve the accessibility of Vickers channel among school children.

Hypotheses of the Study

- H₁** Teachers perceive that Vickers Channel has a significant reach among the school students in Kerala.
- H₂** Vickers Channel produces educational content that is both high in quality and relevant to students.
- H₃** The educational programmes of Vickers Channel are effective in enhancing the academic performance and learning outcomes of school students in Kerala. The programs of Vickers Channel have a positive impact on the learning
- H₄** Attitudes and academic engagement of school students in Kerala.
- H₅** Despite its reach, there are significant constraints (such as internet connectivity or device availability) that continue to affect the consistent accessibility of the channel for all students.

Research area

The research area was selected to reflect the diverse geographical, educational, economic, and socio-political contexts of Kerala. Four districts were purposefully chosen: Thiruvananthapuram, Ernakulam, Wayanad, and Kasaragod. These districts represent a cross-section of the state’s population in terms of development, demography, and accessibility to educational resources. Thiruvananthapuram, being the state capital, is known for its urban-rural mix and population diversity. Ernakulam, as the economic capital, represents a highly urbanized and economically developed region. Wayanad, the largest district in terms of area, has a substantial tribal population and predominantly rural landscape. Kasaragod, one of the most socio-economically backward districts, was included to understand the challenges faced in remote and underserved areas.

The study was conducted among a random sample of 400 teachers working in high schools and higher secondary schools in the selected districts. Data regarding the demographic details of teachers, accessibility and usage of the Victers channel by their teachers, content quality, program feedback, perception on effectiveness the programs were collected using the “Victers Educational Channel: Feedback Questionnaire for Teachers”

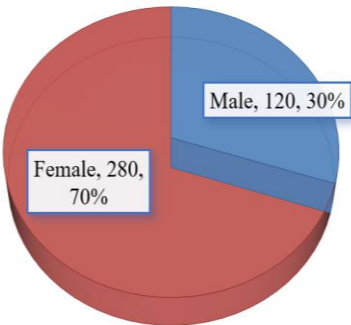
Analysis of teachers’ responses

1. Demographic profile of teachers

The data shows that out of a total of 400 teachers, a significant majority are female, accounting for 280 teachers (70%), while males comprise only 120 (30%). The graphical representation of the gender-wise distribution of teachers participated in the survey is shown in Figure 1.

Figure: 1

Graphical representation of the gender-wise distribution of teachers

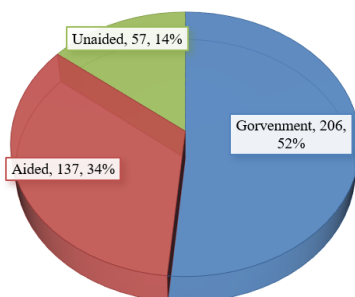


2. Distribution of the sample of teachers based on school type

The survey gathered data from teachers working in Government, Aided and Unaided schools. 51.5% of teachers who participated in the survey belong to government schools, 34.25% of teachers belong to Aided schools and 14.25% of teachers from unaided schools. The data shows that just over half of the teachers, 206 individuals or 51.5%, work in government schools. The graphical representation of the distribution of teachers based on school type is shown in Figure 2.

Figure: 2

Graphical representation of the distribution of teachers based on school type

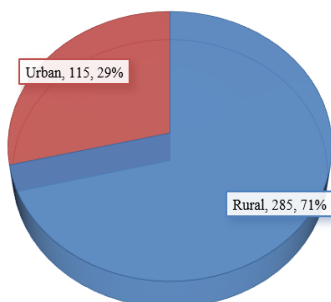


3. Distribution of the sample of teachers based on locality of school

The survey received data from teachers working in schools located both in urban and rural area. It is pertinent to notice that 71.25% of the data was provided by teachers from rural area schools and 28.75% of data was received from urban locality schools. The graphical presentation of the distribution of teachers based on locality of school is shown in Figure 3.

Figure: 3

Graphical representation of the distribution of teachers based on locality of school



Descriptive data analysis

Thefeedback questionnaire administered among teachers covered three main areas: Media Access & Usage, Perception & Effectiveness, and Content & Program Feedback. Percentage analysis was applied to the responses obtained for the items under these dimensions.

1. Media access and usage

Table 1
Facilities Available to Access the Victers Channel in Schools

S.No.	Medium	Frequency	Percentage
1	Television with Cable/DTH	173	43.25
2	Mobile phone with internet	74	18.5
3	Computer/Laptop with internet	153	38.25
Total		400	100

Table 1. presents detailed data on the availability of facilities in schools for accessing the Victers channel, as reported by 400 teachers. The most commonly available facility is a television with cable or Direct-To-Home (DTH) connection, reported by 43.25% of teachers (173 individuals). This suggests that traditional television remains the primary and most widespread means for students and teachers to access Victers programming within schools. Alongside television, digital technology also plays a significant role. About 38.25% of teachers (153) indicated that their schools have computers or laptops equipped with internet facilities, allowing for online access to Victers content. Additionally, 18.5% of teachers (74) reported using mobile phones with internet access as a means to engage with Victers.

2. Duration of watching the Victers channel

Teachers were asked to mention the time period they have been watching Victers channel and 42% of teachers replied that they have been watching the channel for the last 2 years. 26.75% of teachers opined that they were watching the Victers channel programmes for the last 1 year however, 17.75% of participants commented that they have been watching the channel for less than six months only. It is interesting to note that 13.5% of teachers said that they have been watching the channel for more than two years. The data regarding duration of watching the Victers channel by teachers participated in the study are presented in the Table 2.

Table 2
Duration of Watching the Victers Channel

S.No.	Duration	Number of teachers	Percentage
1	Less than 6 months	71	17.75
2	Last 1 year	107	26.75
3	Last 2 years	168	42
4	2+ years	54	13.5
Total		400	100

3. Content & program feedback

Teachers were asked to share their opinions on several aspects of the Victers channel programs, including content quality, duration, technical quality, and broadcast timing. Their responses, detailed in Table 3 reveal a predominantly positive perception of the content. A significant number of teachers rated the content as very good (160 teachers, 40%) or good (115 teachers, 28.75%), indicating broad satisfaction with the educational material provided. However, 73 teachers (18.25%) considered the content average, while 24 (6%) and 28 (7%) rated it as bad and very bad respectively, highlighting that while most find the content effective, there is room for improvement to better meet all educators’ expectations.

Regarding the duration of the classes, most teachers found the length appropriate, with 156 teachers (39%) rating it very good and 132 (33%) rating it good. Only 54 teachers (13.5%) found the duration average, while 15 (3.75%) and 43 (10.75%) felt the duration was bad or very bad. This suggests that the programs are generally well-paced, but a small group feels the sessions may sometimes be either too long or too short, indicating a need for more flexible scheduling.

When it comes to technical quality, opinions were more mixed. While 177 teachers (44.25%) rated it very good and 78 (19.5%) good, a notable minority expressed dissatisfaction. Seventy teachers (17.25%) rated it average, but notably, 66 teachers (16.5%) rated it very bad—the highest “very bad” rating across all categories—pointing to issues such as poor video/audio quality or unreliable transmission in some schools.

The broadcast timing received the most divided feedback. While 110 teachers (27.5%) found it very good and 78 (19.5%) good, 95 teachers (23.75%) rated it average. Meanwhile, 25 teachers (6.25%) considered it bad and 92 (23%) very bad, indicating significant dissatisfaction with the scheduling of the broadcasts. While the Victers channel is largely well-regarded, these responses highlight areas – particularly technical quality and broadcast timing – that could benefit from improvement to enhance its educational impact.

Table 3
Overall Opinion on Online Classes Broadcast on Victers

S.No.	Category	Very Good	Good	Average	Bad	Very Bad	Total
1	Content Quality	160 (40%)	115 (28.75%)	73 (18.25%)	24 (6%)	28 (7%)	400
2	Duration	156 (39%)	132 (33%)	54 (13.5%)	15 (3.75%)	43 (10.75%)	400
3	Technical Quality	177 (44.25%)	78 (19.5%)	69 (17.25%)	10 (2.5%)	66 (16.5%)	400
4	Airtime	110 (27.5%)	78 (19.5%)	95 (23.75%)	25 (6.25%)	92 (23%)	400

4. Perception and Effectiveness

Teachers were asked to opine on their suggestions regarding education through television and they provided different comments. Table 4 provides teachers’ responses in this regard. It is noted that 47.25% of participants commented that education through television is useful only during emergency times. However, 32.25% of teachers suggested that education through television is effective and for 8% of participants, it is relevant. Moreover, 7% of teachers commented that education through television is interesting but 5.5% of participants in the survey expressed that this is time consuming.

Table 4
Teachers’ Opinion on Television as a Medium for Education

S.No.	Category	Number of responses	Percentage
1	Only useful in emergency situations	189	47.25
2	Interesting	28	7
3	Relevant	32	8
4	Effective	129	32.25
5	Time consuming	22	5.5
Total		400	100

5. Role of Victers in supporting teachers before Covid-19

The data on the role of the Victers channel in supporting teachers before the Covid-19 pandemic reveals a mixed opinion (Table 5). Out of 400 teachers, 91 (22.75%) reported that they had never watched the channel before the pandemic, indicating limited awareness or usage during that time. However, 107 teachers (26.75%) found the channel helpful due to its good explanation of concepts, while 95 (23.75%) used it for accessing educational programs. Additionally, 55 teachers (13.75%) appreciated its insights into teaching methods, and 52 (13%)

used it as a reference source. This suggests that although the overall usage was not widespread before Covid-19, Victers served as a valuable academic resource for a notable portion of teachers who explored its content.

Table 5

Role of Victers in Supporting Teachers before Covid-19

S.No.	Category	Number of responses	Percentage
1	As reference source	52	13
2	Never watched before Covid period	91	22.75
3	Educational programmes	95	23.75
4	Good explanation	107	26.75
5	Teaching methods	55	13.75
Total		400	100

6. Role of Victers in Supporting Teachers after Covid-19

The data (Table 6) on the role of the Victers channel in supporting teachers after the Covid-19 pandemic highlights a significant shift in its usage and relevance. Out of 400 teachers, a majority – 221 (55.25%) – reported using Victers primarily for conducting or supporting online classes, reflecting its critical role during remote learning periods. Additionally, 73 teachers (18.25%) found it helpful in providing additional information, 64 (16%) used it as a reference tool, and 42 (10.5%) felt it contributed to gaining better knowledge. These responses indicate that during post-Covid period, Victers channel evolved as a central educational resource and widely used by teachers to supplement teaching and ensure continuity in students' learning.

Table 6

Role of Victers in Supporting Teachers after Covid-19

S.No.	Category	Number of responses	Percentage
1	Additional information	73	18.25
2	Better knowledge	42	10.5
3	Reference	64	16
4	Online class	221	55.25
Total		400	100

7. The impact rate of Victers channel among the students

Teachers who participated in the survey responded on the rate of impact of the Victers channel among their students and 49.75% of teachers opined that the impact of the channel was less than 50%. Moreover, to 28% of teachers, the influence of the channel among their students was 50% and 17% of teachers

opined that the impact of the channel was 75%. However, 5.25% of teachers expressed that the channel programmes have a 100% impact on their students.

Table 7
The Impact Rate of Victers Channel among the Students

S.No.	Category	Number of responses	Percentage
1	Less than 50%	199	49.75
2	50%	112	28
3	75%	68	17
4	100%	21	5.25
Total		400	100

8. Suggestions to improve the programmes on Victers channel

Teachers who participated in the survey were asked to give their suggestions to improve the programmes on the Victers channel. Table 8. presents the suggestions made by teachers to improve the programmes on the Victers channel, reflecting a desire for more engaging, diverse, and technology-integrated content. The most common suggestion, given by 111 teachers (27.75%), was to add interactive sessions, indicating a strong demand for two-way engagement rather than passive viewing. 83 teachers (20.75%) emphasized the need for evaluation mechanisms to assess learning outcomes, while 73 (18.25%) suggested including a wider variety of programs. 69 teachers (17.25%) advocated for activity-oriented learning, promoting hands-on and experiential approaches. Other suggestions included incorporating digital content (61 teachers, 15.25%), giving more importance to Artificial Intelligence (AI) (56 teachers, 14%), and adding more content in general (45 teachers, 11.25%). Overall, the feedback highlights teachers’ interest in making the Victers channel more dynamic, learner-centered, and aligned with modern educational trends.

Table 8
Suggestions of Teachers to Improve the Programmes on Victers Channel

S.No.	Suggestions	Number of responses	Percentage
1	Need activity-oriented learning	69	17.25
2	Add different programmes	73	18.25
3	Add more content	45	11.25
4	Add interactive sessions	111	27.75
5	Give significance to AI	56	14
6	Add digital content	61	15.25
7	Needed evaluation	83	20.75

Teachers' perceptions on broadcasting of educational programmes on Victers channel: Findings

1. Television with cable/dth as primary access

Traditional television with cable or DTH is the most common facility for accessing Victers channel in schools, used by 43.25% of teachers. This suggests that despite advances in technology, television remains a reliable and widely available medium, especially in areas with limited internet connectivity.

2. Significant use of digital devices for access

Around 38.25% of schools use computers or laptops with internet access, while 18.5% use mobile phones to access Victers. This highlights a gradual shift towards digital platforms, integrating internet-based resources alongside traditional TV. The growing adoption of digital devices reflects efforts to provide more interactive and flexible learning opportunities through the Victers channel.

3. Teachers' experience with Victers varies widely

Teachers' engagement with the Victers channel varies, with 42% having watched it for two years, 26.75% for one year, and 17.75% for less than six months. This range shows increasing adoption of the channel over time, indicating growing awareness and integration of Victers as an educational resource among teachers.

4. Overall opinion on online classes broadcast on Victers

Teachers generally rated Victers online classes positively, with 68.75% rating content quality as very good or good and 72% satisfied with program duration. However, technical quality received mixed reviews, with 16.5% rating it very bad, highlighting issues like poor audio or video. Broadcast timing was the most criticized aspect, with nearly 29% rating it bad or very bad, indicating a need to improve scheduling for better accessibility.

5. Teachers' opinion on television as a medium for education

Nearly half (47.25%) of teachers see television as useful only during emergencies, indicating limited belief in its regular educational value. However, 32.25% consider it effective, and 8% find it relevant for education. Only 7% find it interesting, while 5.5% see it as time-consuming. This mixed perception suggests television is valued mainly as a backup learning tool rather than a primary educational medium.

6. Role of Victers in supporting teachers before Covid-19

Before Covid-19, usage of Victers was limited; 22.75% of teachers never watched the channel. Yet, 26.75% appreciated its clear explanations, and 23.75% used it for educational content. Smaller proportions used it as a reference (13%)

or for teaching methods (13.75%). This indicates that while not widely adopted pre-pandemic, Victers was already a useful supplementary resource for some teachers.

7. Role of Victers in supporting teachers after Covid-19

Post-Covid, Victers became crucial for remote teaching, with 55.25% of teachers using it for online classes. Additionally, 18.25% found it helpful for extra information, 16% used it as a reference, and 10.5% believed it improved their knowledge. This demonstrates a significant increase in the channel's relevance and adoption as a primary educational tool during pandemic-induced disruptions.

8. The impact rate of Victers channel among the students

Nearly half of teachers (49.75%) felt Victers has less than 50% impact on students, while 28% believed it affects about half the students. Only 22.25% rated its impact higher (75% or 100%). This indicates moderate effectiveness overall, with room for improvement in making the channel's content more influential and engaging to a broader student base.

9. Suggestions to improve the programmes on Victers Channel

Teachers strongly recommend adding interactive sessions (27.75%) and evaluation mechanisms (20.75%) to enhance learning. Other suggestions include diverse programming (18.25%), activity-based learning (17.25%), integrating digital content (15.25%), emphasizing AI (14%), and expanding content (11.25%). These reflect a desire for more engaging, tech-savvy, and learner-centered content to modernize and improve the educational impact of the channel.

Concluding remarks

Based on the comprehensive findings from the quantitative data analysis the following suggestions are made to improve the reach, effectiveness, inclusivity, and impact of the Victers Channel.

1. Introduce interactive features: The lack of real-time interaction is a key limitation of the current Victers model. Implementing interactive tools—such as live chat, moderated Q&A sessions, or scheduled teacher-student video discussions—would allow students to clarify doubts immediately, making learning more responsive and engaging.

2. Diversify content with skill-based learning: To prepare students for 21st-century challenges, Victers should integrate programs on practical skills such as computer literacy, financial management, entrepreneurship, and basic coding. These skills are critical for both academic growth and employability in a rapidly evolving world.

3. Personalize Content with AI Integration: Artificial Intelligence can help deliver customized content recommendations based on student preferences, academic performance, and learning pace. This personalization would increase relevance and motivation, fostering more consistent engagement with the channel.

4. Expand evaluation and feedback mechanisms: Students currently lack structured opportunities to assess their understanding after watching programs. Embedding short quizzes, polls, or reflection exercises—accessible via QR codes or online platforms—can enhance learning retention and offer valuable feedback to content creators.

5. Enhance content appeal through multimedia and AR/VR: Incorporating animations, info-graphics, and immersive technologies like Augmented Reality (AR) and Virtual Reality (VR) can make abstract concepts more tangible and appealing. This would be particularly useful for science, geography, and art-related subjects.

6. Provide teacher training on Victers integration: Teachers play a pivotal role in encouraging students to use Victers content. Regular workshops, orientation programs, and resource toolkits can help educators effectively integrate the channel's content into classroom instruction and homework planning.

7. Use TV and digital platforms complementarily: While television remains the primary medium, the growing use of smartphones presents an opportunity to diversify access. Broadcasting content across platforms like YouTube, Facebook, and WhatsApp can increase reach and offer replay flexibility for students with busy schedules.

8. Improve accessibility in remote areas: Infrastructural limitations like erratic electricity and weak network connectivity continue to exclude students in tribal and hilly areas. Government and community-level partnerships should focus on providing solar-powered TV units, community learning centres, and subsidized access to digital devices.

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