15.1 INTRODUCTION

Education evolved from the social compulsions. Every society has its compulsions and these compulsions drive the society to learn more in order to solve their compulsions. These learning lead to social education. Over a period of time the treasure of learning necessitates to have these learning integrating it into structured education system, may be non-formal or formal. Today, the level of education and use of educational technology are important parameters of development for any society. All over the world, changing technologies and economic reforms are creating dramatic shifts in three key priorities for education:

- it must be accessible for all;
- it must support the continued expansion of knowledge; and
- it must meet growing demands by the market place for adaptable workers who can readily acquire new skills.

on Various Indian Educational Surveys show existing gaps between school education in rural areas and in slum areas of cities and urban areas in terms of attendance, retention, learning achievements and drop out rates. The rural educational institutions always have poor attendance, poor retention, low learning and high dropouts. In this changing facade of educational needs, there is growing recognition about the critical role of education and mass media and other communication technologies such as Internet and communication satellite.

Module has been limited to radio, television and computer. It has not discussed print media. Materials on use of radio for education in India is very limited, hence, there is a tilt towards television. Readers may have different views on computer and internet being interactive Mass media for this media but here the authors have included and justified it as mass media

15.2 OBJECTIVES

In the above context, mass media has been proven as a biggest technological support. The present unit is written keeping this in mind with following objectives:

- to describe the education system in Indian and the use of mass media[1] in education in its historical perspective;
- to discuss the strength and limitation of the mass media as a means of education at different levels; and
- to consider implications and possibilities of use of mass media for education.

15.3 WHAT IS MASS MEDIA

There exists no single clear cut and simple definition of Mass Media. This is largely because of the continuing explosion of digital information communication technologies (ICT). It includes newspapers and magazines, radio and television programme services, electronic publications, teletext and other all edited programmes published daily/ periodically through the transmission of written materials and vocal materials readily available to the general public.

Scholars however do agree that the term 'Mass Media' incorporates the tools used in the storage, transmission, and delivery of information or data. Others however, use the "**Mass Media"** to refer to that part of the media which is formulated and designed to reach a very large audience such as the entire population of a given region.

It need to be noted that this term "mass media" does not cover bulletins, catalogues, and all those forms of publications meant exclusively for advertising, business communication, educational processes or the Internal work of companies, institutions and foundations, societies, political parties, church/temple/masjid (etc.) and other organizations, school gazettes, the Official Gazettes, other official publications, posters, pamphlets, brochures and transparencies, and video pages without moving pictures (unpaid reports), unless stipulated otherwise by law!

It has also been used to mean the sum of the public mass distributors of news and entertainment across media that includes newspapers, television, radio, broadcasting and text publishers.

Mass Media has been deeply influenced by a revolution in telecommunications which has greatly altered communication by providing new media for long distance communication. It is for this reason that others look at it as 'any medium used to transmit mass communication'.

15.4 MASS MEDIA AND EDUCATION

With the advent of mass media, the education system started developing high hopes. Mass media offer equal access to education. They do not only disseminate knowledge where no other means are available but also supplement formal and non-formal instruction. They fascinate the student and provide them with considerable information outside the classroom. Educational programmes on mass media are meant to provide a unique classroom covering a vast area for education of high quality. They help overcome practical problems in school, like shortage of laboratory equipment, libraries and trained teachers. They can respond vigorously to changes in curriculum and can educational materials that are introduce but not available in textbooks.

Bates (1977) writes that television was used in the country like Australia, Canada, Korea, New Guinea, Sweden, UK, and USA and it was found helpful in shaping children' attitude and it can benefit children directly rather to harm them with it. Sinha (1985), found that the comprehension was poor among the young children, particular science programmes. Non-commercial broadcasting is of two types:

- Community education television, and
- Television supplementing formal education and non-formal academic education.

The specific term used to describe the second type is 'instructional television'. Non-formal academic education refers to courses of study, which have a prescribed syllabus and written examination just as in formal education but do not have regular classroom interaction. It includes correspondence education and open university courses. It extends the school or college curriculum through non-formal systems. Distance education is a form of non-formal education. The term distance education is synonymous with distance learning, tele-teaching, and distance teaching.

15.6 EXPERIMENTS WITH MASS MEDIA IN INDIAN EDUCATION

15.6.1 Television Support to Education in India

Radio broadcasting existed in India since late 1920, upon which arrived television in 1959. But it was only satellite link that provided boost to the television expansion - signal to any place, irrespective of distance and geographic terrain. Indian visionaries thought of using satellite communication to multiply information and was considered a most important and convenient tool for accelerating the process of education in India.

15.6.2 Induction of Television in Schools

Since the philosophy of Doordarshan includes creation of a 'Learning society' through formal and informal education programmes, Doordarshan, a part of the then All India Radio introduced School TV Programmes in some schools of Delhi. The Delhi School Television Project was designed by the Delhi Educational Television Centre and began its broadcasting in October 1961 with cooperation from the Ford Foundation, USA and the Education Department of the Delhi Administration. Initially 250 television sets were installed in various schools or canters in and around Delhi. Three 20-minute programmes were broadcast each morning five days a week and repeated in the afternoon for the benefit of the second shift.

This marked the beginning of television support to educational system in India. Although at miniscule level, this project was considered a success. It encouraged the educational

planners. Indian Space Research Organization (ISRO) took lead in this direction and Doordarshan joined hands with ISRO.

15.6.3 Satellite Television for School Education

The next large-scale television support to education was during Satellite Instructional Television Experiment (SITE)[1].

As apart of SITE, the special attention was given to the school children in the age group of 5-12. ISRO and Doordarshan produced 22½ minutes programmes that were transmitted during school hours (10.00 to 11.30 hours) from Monday to Saturday. Since there were four language states covered under SITE, children of a specific language state got to see programme in their respective language (Hindi, Oriya, Telugu and Kannada).

The objectives of the SITE Science Education Programmes were to make children realise that science is everywhere; that their immediate environment can be questioned, understood, explained and manipulated by them using the scientific

method. The programmes the learning of the scientific method, more than mere transfers of information. The programme helped in increasing the information and knowledge of science among the school children and the children acquired an attitude of inquiry. The programme also helped in enhancing the general awareness and understanding of children in the areas of Physical, Intellectual, Social, Emotional, Community, Cultural and Environmental Development. Sinha (1985) observed that a few students learned to draw the sketches shown on the TV. They picked up the words like *Namaste* (A word of greeting), Prathamik *Siksha* (Primary Education), and *Samapt* (The end).

15.6.4 Science Teachers' Training as Part of SITE

It was a general realization among the planners of SITE as well as those in the decision making of the educational policy in India that the teachers should be trained to integrate television into classroom teaching.

As a part of SITE, a multi-media package of training of primary school teachers in science was developed to orient a very large number of teachers located at different parts of the country. As a first step 24,000 teachers were trained in October 1975. From villages surrounding the SITE village 10 teachers were selected and sent to each of 2400 SITE villages. Three other series of training courses were held in the summer of 1976 wherein teachers from other neighbouring areas of the SITE villages also participated. The multi-media package covered pedagogic, motivational and enrichment aspects. The components of multimedia package were television programmes, radio programmes, activities, and enrichment material and teacher monitor tutorials. This indicated "multiplier" effect and very significant contribution to primary education.

The objectives of the training programme was to familiarise the teacher with the pedagogy associated with the Science Education Programme and to upgrade teacher's knowledge and understanding of the content of primary school syllabus. The programme also attempted to familiarise the teacher with the textbooks and teacher's guides, and primary science kits prepared by the NCERT and adapted by the States.

15.6.5 Television for Education — The Post SITE Scenario

The experiences learned during SITE led to the establishment of a few national level educational institutions. These institutions were provided with production facilities and later on were allotted transmission time on nation television network. Today, telecast mode is use to support school as well as college level education. The major agencies involved for different segments of target students are:

1.	Primary Education	-	SIETs
2.	Secondary School Education	-	National Open School, SIETs
3.	College Education	-	AVRCs/EMRCs, EMPC-IGNOU

Other than the above Institutions, Technical Teachers Training Institutes, Indian Institute of Technologies, and Adult Education Centres also contribute to the programmes and it is broadcast on 'Gyandarshan' Channel. have ETV production cells. They produce programmes for their specific target group.

15.6.6 Efforts of State Institutes of Educational Technology

After SITE was over, the efforts of providing television support to education continued. Enrichment programmes for school children was initiated in 1982-83. At Delhi, the erstwhile Centre of Educational Technology and the Department of Teaching of the National Council for Education, Research and Training (NCERT) Aids were merged to form Central Institute of Educational Technology (CIET). CIET was set up by in 1984 to coordinate this national programme.

State Institutes of Educational Technology (SIETs) were established in six states headquarters namely; Ahmedabad (Gujarat), Bhuabneswar (Orissa), Hyderabad (Andhra Pradesh), Lucknow (Urrar Pradesh), Patna (Bihar), and Pune (Maharashtra). In states, that do not have a SIET, local Doordarshan Kendras (television stations) themselves produce ETV programmes for schools. These programmes are mainly syllabus-oriented programmes meant to be viewed in the classroom.

The programmes produced by each SIET are telecast every day for 45 minutes in the regional languages aiming at children of different age groups. To receive these programmes TV sets have been provided to a large number of schools, mainly in the rural areas. Presently the emphasis is on the telecast of programmes related to the syllabus of minimal level of learning as devised by the (NCERT). SIETs also produce some programmes for Secondary and Higher Secondary level of education. Some programmes of teacher orientation/training are also produced by SIETs-CIET. Similar effort is made on producing audio cassettes and distributed among the school. Not much efforts have been made to organise its distribution, dissemination and use.

Learning have been good. Children liked the medium and gain score was high. Unfortunately, not all the schools have been covered under the programme and it created another gap between the "Have schools" and "Have not schools". The biggest handicap is the electricity; connection in the school buildings and uninterrupted power supply.