UNIT 7: MASS MEDIA APPROACH IN EDUCATIONAL TECHNOLOGY

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning and Significance of Mass Media Approach

7.3.1 Importance of Mass Media

7.3.2 Principles of Using Mass Media

7.4 Broadcasting

7.5 Let Us Sum Up

7.6 Further Reading

7.7 Answer to Check Your Progress

7.8 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Define the concept of mass media;
- Explain the significance of mass media on education;
- Define the meaning of broadcasting;
- Describe the concept of Educational Television;
- Identify the chief merits of Educational Television; and
- Discuss different kinds of Television Programme.

7.2 INTRODUCTION

Presently we are facing mainly two general circumstances - "information explosions" as well as the "population explosion" at a time. Information explosion refers to an explosion of knowledge. As we know that, throughout the world, social and technological changes are taking place very rapidly due to expanding the world of information now a days. New frontiers of knowledge and the horizon of human knowledge and understanding is expanding very fast.

On the other hand, with the explosion of knowledge, there is also population explosion. Year by year the student population is immensely increasing due to the growth of population and democratization of education with varying levels of motivation and aspiration. Generally, the problem of "population explosion" is more serious particularly in the developing countries than the developed one. For example, India is facing serious difficulties both from population as well as information.

The practical fact is that "more things to be learnt and more people to be taught." Today there is a cry for "more education to more people in less time". For giving solutions to such problems, educational technology consisting of various media of mass communication are essentially required. With the help of this mass media under educational technology, both qualitative improvement and quantitative expansion of education can be facilitated and accelerated. Therefore, the mass-media has come to our rescue to tackle this problem. With the help of this unit, you will be able to understand the importance of mass media in the field of education right now. Along with this, the concept and merits of TV programme and SITE are discussed here for your better understanding.

7.3 MEANING AND SIGNIFICANCE OF MASS MEDIA APPROACHES IN EDUCATION

"Educational institutions, left to themselves, may not be successful in achieving the educational objectives of developing societies without the support of the new media." - **Nelson Henry.**

Education is a subject that takes into consideration of the total human aspects of growth and development. The reality is that success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings, non-human resources and most importantly technological advancements in order to teach more people better and more rapidly.

There are variety of media for mass communication such as Radio, Television, Newspapers and Films etc. The media of communication is the

medium by which a piece of information or knowledge is communicated to us. This medium is the message, which is of greater importance. Because, the same piece of information when conveyed on a printed page or over the telephone by radio, or television will appear different and have entirely a different effect on us. Hence the effectiveness of a piece of information depends upon the medium through which it is imparted.

Hence, the mass media is very important for class room teaching as a part of the process of instruction. The sole objective is to improve the teaching- learning process with the use of various media. Therefore, the main purpose of mass-media in education is to benefit more students with fewer teachers or to obtain quality education.

Carlton W H Erickson observed, "In recent years technology has swept through society, from research laboratories into manufacturing communications, the space age and finally now, into education."

In the previous days, in the field of education, teachers were the only medium of communications for learners. Verbal deliberation was the responsibility on the part of the teachers and passive hearing on the part of the students. With the passage of time, the invention of the printing press lead to cheap, mass produced books, thus bringing literacy and knowledge within easy reach of the masses. Before the books were hand written and hence very rare and expensive. Gradually the explosion of printing technology soon led to newspapers which in turn, opened the gate of information as well as knowledge dissemination, besides being a new, powerful avenue for advertising. For quite some time now, different products of mass media like Radio, TV and Video have spread their influences into every domain of public consciousness and that is the main reason why they are being started to use in the field of education. In fact, the mass media have become a well of message around the world of today and have entered into all the structures of daily life.

The National Policy on Education 1986 and modified Policy, 1992 observed, "The media has profound influence on the minds of children. The mass media make the constraints of time and distance manageable.

Modern educational technology must reach out to the most distant areas and the most deprived section of beneficiaries simultaneously with the areas of comparative affluence and ready availability."

7.3.1 Importance of Mass Media

Many important functions are served by mass media at present. They are very helpful in teaching large number of people and particularly useful in the field of compulsory education and adult literacy also. Of late, they are being increasingly used in the field of distance education. Say for example, Radio forums as a means of adult and continuing education have proved to be extremely successful in Canada, Nigeria, Sweden, Tanzania, and many other countries including India. In this regard some of the points are stated below.

- Mass Media provides information to the masses of the society within a less time.
- It takes a wide coverage of information regarding anything that is happening in any comer of the world.
- It brings the entire world to the individual or to the classroom. Children spend hour's together sitting in front of the television and can visualize, hear and acquire knowledge about the world.
- These media easily reach groups, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience.
- It sends information to remote places and helps in distant learning.
- It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage.
- Mass media acts as an agency of social change.
- Mass media are useful for reinforcing group dynamics and interpersonal communication.
- Mass media as means of communication make ideas clear to

children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation.

- Mass Media make the instruction concrete and stimulate interest and excite curiosity in things.

"Education today, therefore, has a far greater responsibility than it had ever before. It has to meet the demands of a dynamic world which change its character every day. Contemporary education has to be more comprehensive and complete than it was ever before. The role of the various agencies of education like home, society, community etc. has consequently increased, so has the role of the mass media like television, radio, cinema, newspaper increased." So now-a-day, press, radio, cinema, television, etc. are becoming more and more important in an individual's life.

Mass media in education are press, radio, motion-picture, television, etc. So mass media are many and these are technically called passive agencies of education. They influence the attitude and behavior of the people indirectly. These agencies cover entertainment, informatory propaganda, historical record, education and improvement of moral judgement and moral tone of the people.

7.3.2 Principles of Using Mass Media

For using the mass media very effectively the teacher should make all necessary arrangements. He has the responsibility to select the mass media according to the age level of the students. Even he must know some general principles of using the mass media. Those principles are -

- **Organization:** Mass media should be organized as integral part of the educational programmes. They should not be separated from other curricular activities.
- **Selection:** Mass media should be properly selected and coordinated by the teacher. An experienced and trained teacher can select the mass media according to the needs of the

students.

- **Planning:** Mass media should be available according to the need of the instructional programme. The teachers should possess skill in the use of mass media. They should have special training in their preparation. So they should be properly planned.
- **Experience:** Mass media should be related to pupil's experience.
- **Preparation:** There should be adequate preparation on the part of pupils. The teacher should prepare himself before using it. He should know what the mass media teach and where they fit into his plan of teaching. Adequate preparation should be followed by proper presentation and an adequate follow-up.
- **Evaluation:** Mass media should be evaluated at regular intervals in regards to their use, effect on learning and their functions.



CHECK YOUR PROGRESS

Q 1: Give the definition of Nelson Henry regarding new media.

.....

Q 2: Mention any three types of mass media.

.....

Q 3: Write any two importance of mass media.

.....

Q 4: Mention any three principles of using mass media.

.....

7.4 BROADCASTING

According to the definitions from Oxford Languages, broadcasting refers to the transmission of programmes or information by radio or television. Ever since the start of school broadcasting by the British Broadcasting Corporation (BBC) in 1920, it has made rapid strides in making

sound contribution to formal education. The Bombay Radio Station put out items of special interest to school children occasionally from January 1929. From April 30, the Corporation of Madras had regular school broadcasts for half an hour all weekdays. Similar programmes were introduced by the Calcutta transmitter in 1932.

The programmes for schools produced by Akashvani (AIR) radio stations have been and still are for the following classes of school children/ teachers:

- Children of primary classes;
- Children of secondary and higher secondary classes;
- Preparing lessons for secondary and higher secondary classes near examination time;
- Teachers;
- General enrichment programme for children.

These broadcasts can either be 'live' or pre-recording. Broadcasting organization throughout the world, including AIR, include in their output various school broadcasts. Such programmes are normally arranged in consultation with the heads of various institutions. This connection between the radio educational authorities helps in bringing out effective and useful programmes for the students. Regarding educational broadcasting following discussion can be mentioned here

- **Radio:** Radio is used mainly to broadcast events to far and wide places of the world. It is also one of the important source of entertainment. Every day, we listen various talks, discussions and debates from radio. Such events are extremely important and useful for the students. Especially for the purpose of teaching, many programmes are broadcast over the radio. So radio acts as a great recreational and education force. It broadcasts scientific and cultural facts. It enlightens public opinion. It stimulates curiosity and interests. Through school broadcasts, expert leaching in such diverse fields of science, social studies, art, music, languages, politics, current affairs and other areas, can provide information and enrichment for pupils and for the teacher also.

Radio is, at present, not only one of the popular mass media, but also a potential instructional tool in the formal, informal and non-formal education. It is now giving more emphasis on the planning and production of science programmes in both the formal and no-formal spheres of educational broadcasts.

There are also special programmes for teachers and teacher-education in most of the stations. These are intended to familiarize methods of teaching. These service has been more necessitated in recent years on account of large changes in school curriculum and methodology particularly in subjects like science, mathematics, social studies and English.

Secondary School Broadcasts aim at helping students and teachers by giving up-to-date content knowledge, providing new approaches and methods of teaching. A few non-syllabus programmes are however, broadcast in order to break away from the stereotyped formal education, for doing away with monotony in the curricular topics and also to stimulate awareness and curiosity about the modem world dealing with them ranging from popular science to current affairs.

Besides secondary schools broadcasts, primary school programmes have recently assumed greater importance. This has been done in order to reduce wastage and stagnation at the primary school stage by making the school situation more attractive and interesting.

The radio with its vast resources can organize a series of programmes in order to bring universalization of primary education and promote adult literacy. The programmes are being related to their education, health, hygiene, nutrition etc. with a thrust on bringing the audience into the mainstream of national life.

So, radio is an effective medium. It has occupied a significant place in communication. It is also playing an important role in education. It not only informs, but also inspires. It not only inculcates values and virtues, but also creates attitudes, interests and appreciation.

- **Television:** TV has become a child's third parent and first teacher.

Today, it can be said an extremely popular source of entertainment

among youngsters. The history of television shows that it is a very powerful, informative, socializing and mobilizing force. We listen and see the instruction of the speaker from the television. So the whole personality of the child is engaged in the task. Hence, it has become the most important and powerful agency of mass communication. In television, news items are not only read out but the events are shown. As a result of which not only problems are discussed but practical remedies and solutions are also suggested.

So, educational television is the most recent audio-visual media for class instruction. There are programmes on the television especially for the school children. These programmes are aimed at educating the school children and they instill good moral values. Television can give a very good idea of the history of the country through dances, short-films on historical places, museums etc. Thus television plays a vital role as a means of mass media in educating the masses.

Advantages of Educational Television

The advantages of educational television are many. The young people watching the television can get a very good idea of how it really happened. For example the nuclear explosions of the launching of rockets are programmes of extreme educational value.

- Educational television is capable of making available many needed and so far inaccessible learning experiences.
- Educational television brings about continuing co-operative planning by teachers, supervisors, learning materials exports and skillful production teams.
- Good and effective educational television broadcasts result from the outgrowth of curriculum planning, of content analysis and of the selection of this most appropriate instructional media
- It can use a variety of audio-visual aids, motion pictures, film-strips, slides, recordings, drawings, maps and other projected and non-projected aids can be demonstrated through Television. Video-tapes and recordings on television bring us the launching of space rockets,

of political and social events.

- Educational television brings us a new kind of teaching team into existence.
- It can acquaint the children with past culture, history and social life.
- It can motivate both children and adults, because not only it is educative but also entertaining.
- The televised-lectures are more thrilling as they bring to the listeners not only verbal information and the instruction of the speaker but also the whole of his personality engaged in the task.
- National problems like those of population and poverty and illiteracy are often highlighted and discussed over the television.
- It plays an important role to play in educating the children on the history and culture of our country. It gives a very good idea of the history of the country by telecasting various programmes through dances, short films on historical places, museums etc.

Thus television plays a very vital part, as a means of mass media in educating the masses. It is a dynamic and powerful medium which influence education. Its effective use is based upon the fundamental psychological principles of learning which apply to all successful processes of learning.

Development of Educational Television Experiment in Indi

The development of educational television in India can be traced back to the General Conference of UNESCO held in New-Delhi in 1956. Thus the experimental television service was started with the objectives of "experimentation, training and evaluation" as a part of the UNESCO Project. During 1960-61 a series of social education programmes were telecast in collaboration with UNESCO.

The nature as well as impact of these programmes was evaluated by the National Fundamental Education Centre and Indian Adult Education Association, New-Delhi. Regular TV. Service was inaugurated in Delhi on the 15th August, 1965. It was a landmark in the history of television with launching of the "Krishi Darshan" programme for farmers.

One grand project on television was undertaken and accordingly some T.V Sets were installed in secondary schools by 1985. After execution of this project, this was also evaluated. The experiments of all these projects were significantly beneficial, enlightening and interesting.

Day-by-day the use of educational television increased at a rapid rate and tremendous progress has been made in use of educational television in India after 1982. As the number of schools equipped with T.V. sets increase, benefit of E.T.V. programmes were extended to number of students in different subjects like Physics, Chemistry, Hindi, English, Geography and current affairs.

SITE (Satellite Instructional Television Experiment)

The famous Satellite Instructional Television Experiment (SITE) was implemented during 1975-76. This was inaugurated by Smt. Indira Gandhi, the then Prime Minister of India at Ahmedabad on the 1st August, 1975. Under the experiment, it was possible to telecast programmes to 2400 villages in six states - Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Odisha and Rajasthan.

The major objectives of the site programmes was to help people in their development endeavors. As children's morning programme formed an important component of the SITE, educational advancement was emphasized more than anything else. The one year long Satellite instructional television experiment (SITE) which commenced on 1st August 1975 and concluded on 31st July 1976, marked the beginning of a series of innovative and constructive educational television programmes for national development and for educating the Indian masses living in remote rural areas.

The SITE educational programmes were also aimed at making the children sensitive to, and learn, community living and improve their basic concepts and skills in the areas of numeracy, language and Science.

The programmes were directed at creating a positive attitude to formal education and making education interesting, creative, purposive

and stimulating. The educational programmes were so designed as to familiarize children with facts and matters normally beyond their observation and experience.

The Satellite for this experiment, ATS-6 was provided by the National Aeronautics and Space Administration (NASA) of USA and the ground segment was prepared by the Indian Space Research Organization (ISRO) working in collaboration with All India Radio/ Doordarshan.

The educational and developmental programmes were beamed up to the satellite from earth stations set up in Ahmedabad and Delhi and were broadcast towards India using the high power transmitter and the large antenna aboard ATS-6. These programmes were received in about 2400 villages in six different states of India.

One of the purposes of the experiment was to provide a system test of direct broadcast technology in relation to a large developing country.

It also aimed at demonstrating that a developing country like India could fabricate, manufacture and maintain the required earth stations, rebroadcast transmitters and community receiving sets in far off villages with adequate efficiency and reliability.

The experiment was also considered as a learning experience to design, produce and telecast relevant educational and developmental programmes to widely spread areas with different problems and languages using, on a time sharing mode, a single broadcast channel.

One and a half hours of broadcast in the morning was denoted to school children while 2.5 hours in the evening were meant for general audiences in the villages. The evening programmes included half an hour of common programmes in Hindi which originated in Delhi.

The evaluation of the experiment provided a great deal of information and insight into how things worked and what can be done in the areas of technology, management, programme making and programme support to turn this new broadcasting innovation into a powerful aid to education and development for hitherto neglected rural arears.

After the success of SITE in 1975-76, India decided to have a multi-purpose national satellite for her own. The Indian National Satellite System (INSAT-1) represents India's step in this direction. It is intended for telecommunication, weather forecasting and other meteorological observations, data transmission, direct TV broadcasts to direct receiving sets in rural communities, networking of terrestrial TV transmitters and regional and national networking of radio transmitters.

According to the recent plan of the Department of education, Ministry of human Resource Development, Government of India, and the major educational objectives of INSAT television Programme is to promote alternative approaches to education for children, youth and adults. There are specific programmes to emphasize direct teaching that aim to reduce the workload in classroom and improve the quality of programmes through training of manpower.



CHECK YOUR PROGRESS

Q 5: What is meant by the term broadcasting?

.....

Q 6: Write one advantages of Educational television

.....



7.5 LET US SUM UP

- Mass media have proved to help in classifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organization on certain subjects and encouraging originality and creativeness.
- With the help of this mass media under educational technology, both qualitative improvement and quantitative expansion of education can be facilitated and accelerated.

- There are variety of media for mass communication such as Radio, Television, Newspapers and Films etc. The media of communication is the medium by which a piece of information or knowledge is communicated to us.
- The mass media is very important for class room teaching as a part of the process of instruction. The sole objective is to improve the teaching- learning process with the use of various media.
- Teachers have to be properly motivated and made interested in the use of such materials. And they have also to be trained and oriented in the adequate use and maintenance of the materials.
- The National Policy on Education 1986 and modified Policy, 1992 observed, "The media has profound influence on the minds of children. The mass media make the constraints of time and distance manageable. Modern educational technology must reach out to the most distant areas and the most deprived section of beneficiaries simultaneously with the areas of comparative affluence and ready availability."
- Mass media in education are press, radio, motion-picture, television, etc. So mass media are many and these are technically called passive agencies of education. They influence the attitude and behavior of the people indirectly. These agencies cover entertainment, informatory propaganda, historical record, education and improvement of moral judgement and moral tone of the people.
- According to the definitions from Oxford Languages, broadcasting refers to the transmission of programmes or information by radio or television. Ever since the start of school broadcasting by the British Broadcasting Corporation (BBC) in 1920, it has made rapid strides in making sound contribution to formal education.
- Radio is used mainly to broadcast events to far and wide places of the world. It is also one of the important source of entertainment. Every day, we listen various talks, discussions and debates from radio. Such events are extremely important and useful for the students.

- The radio with its vast resources can organize a series of programmes in order to bring universalization of primary education and promote adult literacy. The programmes are being related to their education, health, hygiene, nutrition etc. with a thrust on bringing the audience into the mainstream of national life.
- Educational television is the most recent audio-visual media for class instruction. There are programmes on the television especially for the school children. These programmes are aimed at educating the school children and they instill good moral values.
- Educational television brings about continuing co-operative planning by teachers, supervisors, learning materials exports and skillful production teams.
- Good and effective educational television broadcasts result from the outgrowth of curriculum planning, of content analysis and of the selection of this most appropriate instructional media
- The development of educational television in India can be traced back to the General Conference of UNESCO held in New-Delhi in 1956. Thus the experimental television service was started with the objectives of "experimentation, training and evaluation" as a part of the UNESCO Project.
- Day-by-day the use of educational television increased at a rapid rate and tremendous progress has been made in use of educational television in India after 1982. As the number of schools equipped with T.V. sets increase, benefit of E.T.V. programmes were extended to number of students in different subjects like Physics, Chemistry, Hindi, English, Geography and current affairs.
- The famous Satellite Instructional Television Experiment (SITE) was implemented during 1975-76. This was inaugurated by Smt. Indira Gandhi, the then Prime Minister of India at Ahmedabad on the 1st August, 1975. Under the experiment, it was possible to telecast programmes to 2400 villages in six states - Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Odisha and Rajasthan.

7.6 FURTHER READING

1) Aggarwal, J. C. (2015). Essentials of Educational Technology. New Delhi: Vikash Publishing House PVT. Ltd.
2) Mangal, S.K. and Mangal, U. (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
3) Rao, U. (2008). Educational Technology. Mumbai: Himalayan Publishing House.
4) Sampath ET. Al (2004). Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited.
5) Sharma, A. R. (1992). Educational Technology. Agra: Vinod Pustak Mandir.

7.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: "Educational institutions, left to themselves, may not be successful in achieving the educational objectives of developing societies without the support of the new media." - Nelson Henry.

Ans to Q No 2: Radio, Television, Newspapers.

Ans to Q No 3: Many important functions are served by mass media at present. They are very helpful in teaching large number of people and particularly useful in the field of compulsory education and adult literacy also. Of late, they are being increasingly used in the field of distance education. Say for example, Radio forums as a means of adult and continuing education have proved to be extremely successful in Canada, Nigeria, Sweden, Tanzania, and many other countries including India. Three importance are given below-

- Mass Media provides information to the masses of the society within a less time.
- It takes a wide coverage of information regarding anything that is happening in any comer of the world.
- It brings the entire world to the individual or to the classroom. Children spend hour's together sitting in front of the television and can visualize, hear and acquire knowledge about the world.

Ans to Q No 4: For using the mass media very effectively the teacher should make all necessary arrangements. He has the responsibility to select the mass media according to the age level of the students. Even he must know some general principles of using the mass media. Those principles are -

- **Organization:** Mass media should be organized as integral part of the educational programmes. They should not be separated from other curricular activities.
- **Selection:** Mass media should be properly selected and coordinated by the teacher. An experienced and trained teacher can select the mass media according to the needs of the students.
- **Planning:** Mass media should be available according to the need of the instructional programme. The teachers should possess skill in the use of mass media. They should have special training in their preparation. So they should be properly planned.

Ans to Q No 5: According to the definitions from Oxford Languages, broadcasting refers to the transmission of programmes or information by radio or television. Ever since the start of school broadcasting by the British Broadcasting Corporation (BBC) in 1920, it has made rapid strides in making sound contribution to formal education. The Bombay Radio Station put out items of special interest to school children occasionally from January 1929. From April 30, the Corporation of Madras had regular school broadcasts for half an hour all weekdays. Similar programmes were introduced by the Calcutta transmitter in 1932.

Ans to Q No 6: The advantages of educational television are many. The young people watching the television can get a very good idea of how it really happened. For example the nuclear explosions of the launching of rockets are programmes of extreme educational value. One advantage of Educational Television is---

- Educational television is capable of making available many needed and so far inaccessible learning experiences.

7.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Mention the observations of National Policy on Education, 1986 regarding Mass Media.

Q 2: What are the different principles of using Mass Media?

Q 3: Write the full form of AIR.

Q 4: When did a series of Educational Programmes telecast in collaboration with UNESCO?

Q 5: What were the aims of SITE educational programmes?

Long Questions. (Answer each question in around 300-500 words)

Q 1: Discuss the significance of Mass Media in the present world.

Q 2: Explain the advantages of Educational Television.

Q 3: Write a note on radio as a broadcasting media.

Q 4: Why did mass media come into the field of education? Discuss.

Q 5: Discuss about SITE.

*** ***** ***