

CHAPTER 2

CONCEPTUAL FRAME WORK

2.0 Introduction

Forms of Education

Generally instructions imparted in schools and colleges are considered as education, but in true sense education is 'very' complex process. Let us focus on various forms of education. Basically education comprises of formal, non formal and informal education.

The formal education comprehends education as it is provided in educational institution according to a particular pattern. In the educational institutions the educator educates the student according to programme aiming at particular goal. He follows a predetermined syllabus. It is in the form of systematic, planned and guided instruction.

Non formal

Non formal education is imparted outside the formal School system. For providing this type of education, there are no restrictions of any type of learners with any age group. A few examples of this system of education are open school, open universities, correspondence courses etc, the system of non formal education is parallel to formal education. Here different media are used for education the people like television, radio, teleconference, videoconference, newspaper, magazines, encyclopedia, internet, journals etc. surely this approach is education to the doors of the learners who could not or are able to receive formal education due to any reason.

- According to Coombs, "Non formal education is one which is imparted through organization and institution, outside the formal education institutions".

Informal Education

Informal education complements the formal education outlined above, without which formal education remains incomplete. Education of this kind has no specific time or place at which it is provided. Even, the educator is not fixed. All fixed syllabi, formalities are absent from it, education of this kind is the education one receives while playing in field, talking to family members in the house, roaming around somewhere, in fact, everywhere. Informal education would also include all incidental learning that takes place while at play and during travels as well as spontaneous learning through films, radio, television, newspaper, etc.

2.1 Mass Media

A related form of communication is through mass media. It is available to the public, but consumed more often in the confines of the home. Thanks to the advancement of technology in the last century new methods of mass communication have grown dramatically. Before the late 19th century, there was only the printed word to convey information to the masses. Since then, the world has seen the invention of radio, television, and most recently the internet. One of the most powerful means of communicating ideas is through the use of mass media. In contemporary cultures, the advantages of mass media have created an important means of discussing, shaping, and reflecting the values and behaviors of each culture. Mass media is media which is intended for a large audience. It may take the form of broadcast media, as in the case of television and radio, or print media, like newspapers and magazines. Internet media can also attain mass media status, and many mass media outlets maintain a web presence to take advantage of the ready availability of Internet in many regions of the world. Some people also refer to the mass media as the “mainstream media” referencing the fact that it tends to stick to prominent stories which will be of interest to a general audience, sometimes ignoring controversial breaking news. Many people around the world rely on the mass media for news and entertainment, and globally, mass media is a huge industry.

Usually, mass media aims to reach a very large market, such as the entire population of a country. By contrast, local media covers a much smaller population and area, focusing on regional news of interest, while specialty media is provided for particular demographic groups. Some local media outlets which cover state or provincial news may rise to prominence thanks to their investigative journalism, and to the clout that their particular regions have in national politics. The Guardian, formerly known as the Manchester Guardian, for example, is a nationally-respected paper in England which started as a regional daily. Mass Media is those means of communication that reach and influence large numbers of people, especially newspapers, popular magazines, radio, and television. In my own personal estimation, Mass Media goes along with Information and Communication Technology in this day and age so as to a new-fangled way of life to the majority living in this global generation.

Mass Media are those media that are created to be consumed by immense number of population worldwide and also a direct contemporary instrument of mass communication. Nonetheless, Mass Media is considered as the fourth estate of the society as well. It is the fourth branch of the government. Then again, by and large when we speak about Mass Media, we immediately perceive that these are communications media that reach the mass of people. From Audio recording and reproduction like records, tapes, cassettes, cartridges, CDs, to Broadcasting Media such as Radio, Television, Cable, to Film or Motion Pictures whether in Cinema or in DVDs, and the Digital Media, the Internet, Mobile Phones, Satellite, and ultimately the Publishing or Print Media which includes Books, Newspapers, Magazines and the run-of-the-mill marvelous Video games.

2.2 Indian Mass Media

Mass Media includes all methods of disseminating information, knowledge, thought, attitudes, and beliefs communication. Modern mass media like newspapers, cinema, and television, and traditional media of social communication like the bazaar, puppet show, drama, dance, local meetings, as well as inter-personal communication media like posts and telegraphs, teleprompters, and telephones all impact on students'

learning. Hence for the effectual and proper utilization of these mass media is very essential material. Inter-personal communication media helps meet the demand for mutual communication and exchange of information among people and institutions. In recent years, the use of computer has far reaching effect on students' learning. In this field mass media is of paramount importance. The special feature of radio, television, and cinema is that they serve the needs of both literates and illiterates. They will also entertain people in remote areas not within the reach of newspapers. On the other hand, newspapers present the 'written word' and serve as 'record,' while at the same time give local coverage.

2.2.1 MASS COMMUNICATION: USE OF FORMAL AND INFORMAL STYLES

In India, various forms of mass media are in competition with each other to draw the attention of the public. These forms range from the extremely informal style of speech found in the radio and the cinema to the formal styles found in newspapers and news broadcasts. Different language styles perform different functions in society. Another important aspect of mass media in India is culture learning. One learns a mass media through being culturally aware.

2.2.2 NEWSPAPER AS MASS MEDIA

The newspaper is 'talk' about world affairs and current events, having multifarious functions in society such as disseminating information, socialization, motivation, education, cultural learning, entertainment, integration, etc. There are newspapers in regional languages that have wider circulation than English or Hindi newspapers. Most newspapers in Indian languages appear to focus on the readability of the material or news they present. The manner a news item is presented and highlighted depends on the "ideology" of the newspapers. Of the different mass media, newspapers assume great importance as they deal every day with dissemination of current information pertaining to different aspects of human life,

such as social, economic, political and cultural, both at national and international levels.

In a newspaper, headlines occupy a prominent position by summarizing the most important news of the day in a nutshell, which facilitates the reader with quick reading and comprehension. The choice of expression plays a vital role in making the headlines more effective. Thus newspaper plays a prominent part and it aims at educating the reader. At present Indian newspapers show a tendency to use simpler and colloquial forms of expression more frequently.

Among various modes of education newspaper is effective medium for imparting education. In school various projects, assignments and activities are carried out with the help of newspaper.

Example, Activities in Schools

- Collect different aspects players' photographs and mentioned their associated sports event and country game.
- Comprehensive learning can be taught by using different channel.
- Teacher can take and provide various topics for brain storming.
- In school prayer:
News reading, short story telling, some unique articles related to new scientific invention are generally narrated from the television.
- Teacher also give current burning topic for writing essays, paragraph writing etc for improving the writing skills of the students.
- It also helps to the students in knowledge various career options after secondary education.

Similarly educational there are so many activities which are carried out in schools for inculcation educational values among the students and the teachers.

2.2.3 Newspaper in different languages

No.	Newspaper's language	No. of Newspaper
1.	Assamese	13
2.	Bengali	13
3.	English	66
4.	Gujarati	12
5.	Hindi	37
6.	Kannada	25
7.	Kashmiri	02
8.	Malayalam	20
9.	Manipuri	20
10.	Marathi	32
11.	Mizo	01
12.	Nepali	03
13.	Oriya	12
14.	Punjabi	13
15.	Tamil	23
16.	Telugu	16
17.	Urdu	18

2.2.4 RADIO AS MASS MEDIA

Radio was invented by Marconi in the year 1895. He even established a Radio-station which was not permitted by the government. Marconi became depressed through he invented a new technology in the form of Radio. He could not make it action in the same year of the invention but once in his voyage to the France his ship was wrecked and he needed to send messages through his instrument of Radio. He succeeded in the activation of Radio accidentally. Then after it continued to improve it's limitations. The government of U.K took interest in its development and established a Radio Station. A new company BBC came into existence which took interest in the development of Radio. BBC was established in the year 1911 and after

then it continued to develop Radio programs on various topics which became an important part of day to day life of the people. The manager of the BBC was John Reigh.

Radio has greater potential in mass communication than the newspaper for two reasons. Firstly, it reaches even the remote corners of the country and has no physical impediments.

Radio used in government-controlled radio stations, unfortunately, seems to be artificial in its idiom in the broadcasts done in all India. The broadcasts for farmers and workers try to use a style that is supposedly understood. We are yet to find a balance in the broadcasts that suit the audience for which these are intended. But the broadcasts are not as appropriate as these should be for the simple reason that these broadcasts are still largely government-controlled. Radio has a major role to play in students' learning. This is somewhat strange, considering the fact that radio is mainly an audio form.

Radio besides being a mass media medium also plays a major role in imparting instructions to the children of schools and colleges. Such of these, broadcasts are styled as educational broadcasts. Educational broadcasts concededly help the teacher to supplement to his classroom instructions. The aim of educational broadcast is to inspire the students to gain greater knowledge. This can be possibly through broadcasting events which are important landmarks in history such as French revolution, freedom's struggle of India.

Listening to broadcast of dramas recitations of poems, narration of stories, can give entertainment as well as education. Educational broadcasting is required to be a potential instrument of educational advancement and integral component of educational inputs in traditional as well as distance education or other alternative learning systems.

2.2.4.1 Importance of Radio

Radio is an effective medium which had occupied a significant place in communication. It had also played an important role in the development of education. It not only informs but also inspires. It creates attitude interest and appreciation. Radio can cover a wide area of the same time. Therefore it has an immense possibility of development. Nowadays, Radio has been replaced with television in population but in the past, Radio had played important role in the economic, cultural and scientific development of the country like India. Radio can play a significant part in expansion as well as qualitative education. India still has inaccessible area where through the transmitters Radio can reach in the past Radio had made the world small. It had spread education in all over in the India. We know Radio came to India in the year 1924, but it had been development in all its aspects in 70's Radio had developed formal, informal and non-formal education.

2.2.4.2 Limitation of Radio

Radio has some limitations which could not be overcome in the past but nowadays, all the limitations of Radio have been overcome through the modern technology.

Radio was related to ears. Nowadays this limitation has been overcome through the visual Radio in the mobile phones. The second limitation was that the hearers could not take part directly with the programs. But nowadays, this limitation is also overcome because the live programs are broadcasted in which the hearers can use another media. In the earlier times, the viewers could communicate to the programmers only, through letter writing and it was a long process and was taking a long period of time but nowadays, this limitation is overcome through the use of another medium. In earlier times, when Radio came to India, the development of Radio was very slow because of some financial problems and the people of India could not afford buying a transistor then. But nowadays, a development of television has been developed and had improved the economy of country like India. So, the people in this modern world can buy a transistor.

The instrument Radio has just become a device in the mobile phones. In the country like India, even in this modern century, Radio is still an instrument which is useful for the people who live in hilly areas and areas which are far from cities. Through the technology has been developing most of the people who live in India's villages use Radio as a component so maintaining relationships the technology is not thoroughly developed in our country.

2.2.5 TELEVISION AS MASS MEDIA

Television is the audio-visual non-literary media having the additional advantage of being able to use visual cues to reinforce the information being presented in spoken form. The potential of television as an educative device is very great. TV programs are telecast through satellites. The satellite TV offers a dazzling array of channels and programmer choices in many different Channels. Media discourse provides a fertile ground for traditional cultural learning, even as it provides opportunities to entertain and educate the viewers in novel and wholly modern ways that work against traditional values. Unfortunately, TV is more cinema-centered than radio. Entertainment takes precedence in TV. The impact of TV on students' learning, in terms of their structure, so far seems to be negligible. Privately owned TV channels often follow the models set by the leading newspapers in their coverage.

2.2.6 MOVIE AS MASS MEDIA

Movie, on the whole, is more accessible to the average person than that of other media. The movies, in general, make use of colloquial style of speech. Movie, like that of other media, also shows considerable variation. The cinema, being closer to informal popular speech, has two advantages: (1) It appeals to mass audience, and (2) it portrays everyday situations is more appropriate than the more formal variety. In the village context the movie competes with other forms of entertainment because it assesses a more popular language. There is, however, a serious problem. These days, movies are produced mostly in the colloquial idiom, except those movies that try to depict the heritage through mythology, etc. A movie viewer does not get introduced to the written variety now a day.

2.3 Effect of Mass Media

Our life will remain incomplete without the mass media. The Radio, Television, Newspaper and Internet are some forms through which we get information. Just like other fields, a vast development is seen in media field also. The common people believe the news given by the media. So, the media should be very careful before giving any news to the public. They have to cover important happenings, in all the fields, around the world. How do media affect us? Has it played a key role in changing our way of life? How has media affected our lifestyles and ways of thinking? To know more, take a look at the positive effects of media. Media has served as a boon to mankind. It has provided us with an exposure to the world outside our cozy homes. Mass media has given each of us a platform to voice our opinions on all sorts of social and political issues and share information with one another. It has brought out easy ways of communication and provided us with easily accessible means to reach out to people on the other side of the planet. The negative influences of mass media that are a result of an overexposure to it are most often talked about. It is true to a certain extent that media has affected the society in a negative manner. But, undoubtedly, media has proved being bliss.

2.3.1 Children's Interests in the Mass Media

The themes which interest children do not vary much from one medium of communication to another. Children are interested in adventure, mystery, sports, loyalty, animals, and home and school life, whether they are found on the radio or television, in newspapers and magazines, in comic books or in the movies. Children utilize all these media from an early age. They begin to read sections of the newspaper, chiefly the strips, in the early elementary period. Magazines are popular in every grade beyond the second, and certain magazines are liked by younger children when parents and teachers make them available. At the early elementary school level boys and girls tend to prefer the same magazines, but in the upper grade the interest of boys and girls in magazines begin to differ markedly, Bright children read more and better magazines than the slow learners do. Middle grade children of limited reading ability can become interested in magazine such as popular science and popular mechanics.

There is a close correlation between socioeconomic status and the number and quality of magazines read. As boys and girls grow older, they exhibit interest in adult magazines. Children in the later elementary school period like to read Life, Reader's Digest, National Geographic, and Colliers.

Of movie audiences, 2.8 per cent are under 7 years of age, 11.8 percent between 7 and 13 years, and 22.1 per cent between 14 and 20 years pre-school children are devoted to certain radio and television program, and their interest in these media continues throughout the elementary school period.

The question whether radio, television, and film interfere with the reading of children has been much debated. Some writers believe that the amount of reading done by children since TV has been a decline in reading activities and build informational backgrounds which should serve to stimulate interest and increase efficiency in reading. The first effect of TV may be to reduce the amount of reading, but it is possible that the initial decline is followed by a strong recovery. Some evidence tends to support this theory.

2.3.2 Positive Effects of Mass Media

- The media like television, radio and the Internet increase an overall awareness of the masses. They enhance the general knowledge by providing us with information from all over the world. News broadcasted through different media helps us know about the day-to-day events in the world. News, films and documentaries revolving around social issues increase social awareness in children and develop their concern towards society.
- Newspapers, apart from updating us with the latest news and new information, also contribute to the enhancement of our vocabulary. Newspapers are the best beginners in developing reading habits in children.
- Media serve as the best means for a speedy spread of news about important incidents or events taking place. What has happened in the remotest corner of the world can reach us within minutes. The speed that technology has achieved is helpful in times of crisis when media is to be used for reporting news needing immediate attention.
- The mass media help to bring hidden talents of the people. The children learn many good things through mass media.

- By reading newspaper, the children learn many things, their habit increases and their vocabulary enhances by learning new words.
- Children knowledge increases by watching geographical channel, quiz programs and speeches by famous personalities of different fields.
- The common man gets the latest news within a fraction of seconds. The distance is not at all a barrier now. The news they get through media help them in their daily life a lot.
- The mass media conducts polls and let public to take part in social issues. Through blogging in the internet and writing letters to the editor in newspapers, many people give voice about their opinion in different political and social matters.
- The mass media helps common people to exchange information and it acts as a common platform. The public get knowledge and awake to raise questions, on seeing the news in newspaper and TV.
- The games increase their logical thing power and grasping of thing. The attitude, approach and behavior of the common people will also change, when exposes to media.

2.3.3 Negative Effects of Mass Media

- Mass media may cause health problems also. The advertisements show in TV and newspaper have got both positive and negative impact. The children learn violence by seeing movies and TV programs.
- The children get immense pleasure in playing video games and they spend hours together before computer, surfing internet. They see both the good and the bad thing through media.
- The parents should make the children to play outdoor game and do physical exercise, diverting their attention from the media.
- Some bogus news given in the newspaper may raise blood pressure and create negative feeling in the mind.
- The fashion shows, dance and music programs attract youngsters very much. They like to spend money for makeup clothing and jewels on the influence of models and actors.

- The younger's wished to take part in these programs, which are unsuitable for many persons.
- The middle aged persons are stuck up with TV serials and show much interest in raising social status, by wasting money.
- The media has brought the people all over the world very closer. We have to take the positive aspects and use it for good purpose. The media and public should help to drive away the negative effects of the media.

2.4 Development of Television in India

All India Radio, in 1958, received some film transcription equipment, cameras, a microwave link and some equipment for their TV studio from United States information services. UNESCO provided 70 television sets for communication viewing, and some portable generator sets for experimenting with television in some of the selected villages where there was no electricity.

On 15 September 1959, the first experimental TV service was launched in India to produce and transmit social education programmers under a project aided by UNESCO. To begin with, 66 television clubs were located in schools. Specially designed programmers for class IX were telecast by All India Radio in collaboration with Directorate of Education, Delhi administration. In 1960, Ford Foundation conducted a survey of the then existing condition and studied the feasibility and scope of future developments of education television in India, by the end of 1960, India received needed equipment for strengthening television services in Delhi.

In the decade beginning 1961, India had to pass through very difficult times and the economic recession was high. The third development plan was replaced by annual plans; there was no extension of television during this period, it was after 12 year i.e. after the setting up of Delhi Center that a second TV centre at Bombay was inaugurated in 1972. A special service for agriculturists called "Krishi Darshan" was launched in 1966. The objective was to promote rural reconstruction and agricultural orientation of the rural audience to modern scientific methods of farming. ETV service from Bombay Doordarshan Kendra started a year later in October 1973. In the same year the Pune TV relay station was set up and it was third Kendra that appeared

on 26th January, 1973. The next was in Amritsar in 1973 itself; TV Centers started functioning in Calcutta and Madras in 1975.

The introduction of TV in several states of India was a great turning point in the country. This Mass Media was harnessed in the satellite television which gained access to 2,404 remote and far flung backward villages. Another significant event during this period was that on 1st march 1976. India launched INSAT-1B in 1983. INSAT-1C was launched on 22nd July 1988 as life of INSAT 1B was expected to end in 1989. National programmed was started on 15th August 1982 for one and a half hours and which has since been expended now from 8.30 P.M to 11.30 P.M on all days. Programmers like CNN followed by Star TV and a little later by domestic channels such as Zee TV and Sun TV into Indian homes. Prior to this, Indian viewers had to see only with DD which was dull, non-commercial in nature, directed towards only education and socio-economic development. Entertainment programmes were few and far between. And when the solitary few soaps like Hum Log (1984), and mythological dramas: Ramayan (1987-88) and Mahabharat (1988-89) were televised, millions of viewers stayed glued to their sets. Indian viewers were exposed to more than 50 channels by 1996.

2.4.1 DATES TO REMEMBER

1959 - Television started in India as an experiment.

1975 - SITE programmed starts

1976 - Doordarshan, which was AIR's television arm, becomes a separate department

1982 - Coverage of Ninth Asian Games. Doordarshan starts national Coverage and color Transmission for the first time.

1983 - Government sanctions a huge expansion of Doordarshan

1997 - Establishment of Prasar Bharati

2.5 Role of Television in Education

All education systems and educational materials are consciously and carefully designed to help students learn and grow towards certain pre-stated educational objectives. Television is also an education of a kind because it informs, instructs, entertains and thus educates. It can play an important role in making learning effective and joyful. Educators who have chosen to adopt classroom television have usually done. For ensuring improvement in quality programmers are presented in an attractive and stimulating format incorporating the best most up-to-date thing in the field with the collaboration effort of curriculum specialists programmed designer's audio visual artists and broadcasting specialists. Television acts as a catalyst as classroom television stimulates educators to reconsider curricular options evaluate methods of pedagogy in practice television also provides a source of ideas for teachers and catalyses their development of more varied more motivating and more contemporary practices. Classroom television helps to facilitate the rapid dissemination of new and emerging curricular ideas. Television has been instrument in introducing affective education into classrooms. Developing national identity is an important goal of television. Television programmers give teachers and students the opportunity to examine their feelings about themselves their environment and relationship.

In formal educational setup, we learn lots things from television. We have knowledge and awareness of various fields like business, culture, art, literature, sports, city, state & national events etc. In non formal education setup television plays an important role for education people by using different activities and programmers.

More recently serials on the Star One channel on the Star Network have seen to be largely different from the conventional, with Saturday Night Live-esque programmes like The Great Indian Comedy Show, stand-up shows like The Great Indian Laughter Challenge and game shows like Bluffmaster being of great popularity. However, it should be noted that in a purely technical sense game and comedy shows aren't really 'soap operas', and though alternatively-themed shows on crime (Siddhant), High School (Happy Go Lucky), and twenty something's do exist and are relatively popular, a grand majority of Indian television shows are soap operas based on the Family-and-Marriage theme.

During the 1980s, Indian small screen programming began and at that time there was only one national channel **Doordarshan**, which was government owned. The historical serials **Ramayana** and **Mahabharata** were the first major television series produced. These serials reached the zenith of the world record viewership numbers for a single program.

In 1987, **Ramayana**, a Hindu religious epic, attracted smash ratings, to be then eclipsed by the phenomenally successful **Mahabharata** in 1988-89. Other huge hits included historical serials such as ‘**The Sword of Tipu Sultan**’, ‘**The Great Maratha**’, ‘**Bharat Ek Khoj**’, ‘**Ghalib**’ and religious serials such as ‘**Jai Hanuman**’, ‘**Shri Krishna**’. ‘**Om Namah Shivay**’, made for great TV viewing but with the popularity of saas-bahu serials and advent of cable TV, they soon lost their charm.

But things are changing and the period genre is making a slow but steady comeback. After the success of Zee TV’s ‘**Jhansi Ki Rani**’, Imagine TV has launched ‘**Chandragupta Maurya**’, the rags-to-riches story of the first Mauryan king, who came from nowhere and became one of the greatest conquerors.

“**Chandragupta** is one of the most motivating and popular characters from history. We have read a lot about him in our history course but the researcher doesn’t think children today are not aware of him. The story is almost new for them and that was one of the reasons to bring it on a small screen”

‘**Veer Shivaji**’ is a new historical series on Colors TV. It is produced by Contiloe Telefilms. It narrates the three-hundred year-old story. Veer Shivaji will expose Shivaji’s growing years. Raja Shiv Chhatrapati was the first sketch on the life of Shivaji in a TV serial on Star Pravah, a Marathi channel of Star India Network.

Gyan Darshan dedicated education TV channel will be rolled out soon. The human resources development ministry plans to launch an exclusive channel (on Gyan Darshan) which will beam programmes on formal education and adult literacy. A slew of departments, including NCERT, IGNOU and National Institute of Open Schools, have been roped in to make the channel a reality. The ministry has convened a meeting of central and state regulatory institutions in school education on Jan 17 to finalize the modalities.

While NCERT will be the nodal agency, IGNOU's Electronic Media Production Centre will handle the uplinking. Central Institute of Educational Technology (CIET), an NCERT unit, will submit the programme plan for the first three months to the ministry. Currently, Gyan Darshan channel beams programmes only a couple of hours every day.

The announcement comes at a time when the Centre is finding it difficult to bring states on board to implement the Right of Children to Free and Compulsory Education (Act), 2009. Apart from formal education, both in school and through open education, adult literacy programmes will be the focal point.

The task of producing quality programmes will be shouldered by Films Division, **Doordarshan**, **Vigyan Prasara**, state institutes of educational technology, and state **Sarva Shiksha Abhiyan** departments. The scientific advisory council to the Prime Minister had recommended an exclusive channel to popularize science in India. Karnataka, one of the first states to introduce satellite-based education in universities and for teacher training in schools, welcomed the initiative.

"The proposed channel is welcome as it will make quality educational programmes accessible to people of all age groups. This is a knowledge initiative and Karnataka will render all assistance," Vishveshwara Hedge Kageri, minister for primary and secondary education, said.

The National Geographic Society (NGS), headquartered in Washington, D.C. in the United States, is one of the largest non-profit scientific and educational institutions in the world. Its interests include geography, archaeology and natural science, the promotion of environmental and historical conservation, and the study of world culture and history. The National Geographic Society's logo is a yellow portrait frame – rectangular in shape – which appears on the margins surrounding the front covers of its magazines and as its channel logo. This is an early preview of our new website. You are seeing only some of the planned features and content.