2.1 INTRODUCTION

We can say by referring the history of education in India that the current education system of India is inspired, first, by Woods Dispatch (1857). The Government, for the betterment of the education system, formed different education commissions and committees during the British Rule. Since then various non-government organizations, central and state governments and national as well international organizations have been active in the field of education in India. In ancient time teaching learning process took place in Gurukuls where the students were taught in open place like garden. With the advancement of the civilization the style of teaching is changed. Now teaching takes place in the classroom of educational institutions. Usually teaching is performed orally by face-to-face interaction between teacher and students.
Now it is believed that the teaching may be made more effective with the help of several aids. Some of these are pictures, photographs, charts, maps, real objects, slides, computers, radio programmes, television and video programmes etc. Some of these are mass media. Let's see what the mass media are?

2.2 MASS MEDIA

All the signs and symbols are media by which people try to send some message to one another. We use different personal and non-personal media to convey our message. Mass media can be defined as the instrumental communication that conveys identical messages to a large number of persons who are often physically separated. New technologies have made most of the media more effective and attractive than before. Some of the mass media have now become the important and basic requirements of our life. We can not imagine about our life without such media. Out of these, most of the media are being used in some of the educational institutes to make the teaching learning process more effective and fruitful.

The available media may be classified in eight categories as shown in table 2.1.
TABLE – 2.1

Categories of Media

<table>
<thead>
<tr>
<th>Category</th>
<th>Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audio</td>
<td>Audiotape, Audio CD (compact disc) and Radio</td>
</tr>
<tr>
<td>2. Printed Materials</td>
<td>Programmed text, Manuals, Charts, Maps and Pictures</td>
</tr>
<tr>
<td>3. Audio print (combination of audio and print materials)</td>
<td>Student workbook and audiotape and CD, Forms, charts, reference materials etc. used with audio tape or disc.</td>
</tr>
<tr>
<td>4. Projected still visual</td>
<td>Slides and film strips supported by recorded verbal message and Computer</td>
</tr>
<tr>
<td>5. Audio projected still</td>
<td>Sound film strip and Sound slide set</td>
</tr>
<tr>
<td>6. Motion – visual</td>
<td>Silent motion film</td>
</tr>
<tr>
<td>7. Audio motion</td>
<td>Motion picture film, Video and Computer</td>
</tr>
<tr>
<td>8. Physical objects</td>
<td>Actual objects, Mock – up, Models and Real things</td>
</tr>
</tbody>
</table>

Among all of the above radio and television are very popular in India. Video is also now used frequently in our social life. Video is used in classroom teaching also. Let us see the development of these mass media as teaching aids.

2.2.1 Educational radio: The first electronic medium in India, i.e. Radio started broadcasting during June, 1923 under the tutelage of private management named Radio club of Bombay. It continued upto 1930 after which it was brought under the state management entitled Indian State Broadcasting Service to be subsequently named as All India Radio (AIR) on the 8th June, 1936. Radio broadcasts were started at Madras (Chennai) by the Madras Presidency Radio
Club from July 31, 1924. Radio Broadcasting were made available to the people of Calcutta and Delhi in November, 1923 and January, 1936 respectively.¹

The AIR (Akash Vani) introduced programme for children from Bombay station as early as in 1929 and from Madras station in 1930. The pioneering School Broadcast programmes, however, started in 1932 and other stations followed suit in broadcasting educational programmes quite successively and successfully. Educational Broadcasts are now more than six and half decades old and are being beamed in 16 languages including English from more than 150 stations catering to the needs of the whole Indian people. Although there is no central planning and production of educational programmes, only one exception has been evident in case of School Broadcast (SB) programmes in English in joint collaboration of AIR and Central Institute of English and foreign Languages (CIEFL), Hyderabad.

There are different types of educational broadcasting viz.,

(i) for Secondary Schools,
(ii) for Tertiary or Universities,
(iii) for Non-Formal Systems,
(iv) for Adult Education Project,
(v) for Farm Schools,
(vi) for teachers and teacher educators,
(vii) Science programmes,
(viii) for correspondence course,
(ix) for teaching languages and so on.

During the SITE in 1975-76 Inservice Training in Science was organized with the help of multimedia package consisting of radio programmes as a useful component. This programme is developed by Centre for Educational Technology (CET), NCERT, New Delhi and the training programme was organized by the CET and ET Cells of six SITE states. About 43,000 teachers of primary and middle schools were benefitted from these programmes. A few innovations were also tried out in educational broadcasting for training and retraining teachers in the required areas. Although radio is very powerful as well as inexpensive, its potentiality is not utilized reasonably and educational broadcasting is not used adequately in India.

2.2.2 Educational television and video programmes: Like most of the countries in India Television made a late arrival. In 1959, the experimental telecasting started in Delhi with a small transmitter. At the initial stage, the progress of telecasting was very slow. During 1960-61 a series of social education programmes were telecast in collaboration with UNESCO and were evaluated by the National Fundamental Education Centre and Indian Adult Education Association, New Delhi. Educational Television made a debut in 1960 and
experimental ETV Programmes were telecast for school children in place of evening programmes.\footnote{2}

According to the four-year agreement with the Ford Foundation, a regular ETV Programme Series was launched upon for Secondary schools in Delhi during 1961-65. Initially, 250 TV sets were installed in high schools and it was proposed to cover all the high schools in Delhi. Subsequently the target reached and the benefits of ETV programmes were extended to 36,000 students in Science and 96,000 students in English. This project was evaluated by Dr. Paul Neurath, a New York City University Professor of Sociology, and G. C. Awasthy, an Indian Media Researcher. The findings revealed that as a result of ETV programmes, academic achievement of Science was made effective.

The Satellite Instructional Television Experiment (SITE) was epoch-making and was implemented during 1975-76 with the help of Artificial Satellite ATS-F loaned by National Aeronautics and Space administration, USA. The project was meant to cater to the developmental needs of rural community and was implemented in six states of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. The TV base Production Centres, Doordarshan and Indian Space Research Organization (ISRO), produced the ETV programmes. Besides, a good number of ETV programmes were telecast for teachers and teacher-participants of Inservice Training Programmes in Science. Research and
evaluation studies were also conducted not only by researchers and academics, but also by various agencies like ISRO, NCERT and Universities.

After SITE, terrestrial TV service was made available to various places, preferably in 40 percent of the SITE-served areas by setting up transmitters. The project was popularly known as Community Viewing Scheme and ETV programmes were also telecast for Primary Schools. During 1984 Delhi Doordarshan Kendra was telecasting ETV programmes and more than three lakhs of students were viewing these programmes. Besides, ETV programmes were also telecast and utilized in schools in cities like Bombay, Calcutta, Madras, Jaipur, Raipur and so on.

INSAT 1-A was placed in the orbit on April 10, 1982, but due to some technical snags, it was not made functional as per schedule. INSAT 1-B was launched on August 30, 1993 and the second channel on Doordarshan was commissioned on September 15, 1984. The programmes were telecast on the new channel for two hours and IRS-1, INSAT 1-C, INSAT 1-D etc. were sent to the orbit in the space and were utilized for implementing the Project named INSAT FOR EDUCATION. Under this project ETV Programmes were telecast for students of Primary Schools for the age groups of 5-8 and 9-11 years from Monday to Friday and school teachers on Saturdays. The ministry of Education in the Human resource Development took steps for promoting educational
telecasting. The ETV programmes produced by newly built production Centres in seven states e.g. Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa, Uttar Pradesh and Madhya Pradesh. Teachers’ programmes were also telecast in these states and these were produced by CIET in Hindi and dubbed into regional languages. Teachers’ ETV programmes were also broadcast for Mass Orientation of School Teachers (PMOST) during 1986-89. The total number of ETV programmes produced by six SITEs was about 3000 by the year 1991.

The University Grants Commission (UGC) started ETV programmes telecasting for students of higher education since August 15, 1984. The project is popularly known as Countrywide Classroom (CWCR). The ETV programmes are produced at the various Educational Media Research Centres (EMRCs) located in Ahmedabad, Hyderabad, MCRC located at Jamia Millia Islamia, New Delhi and at various Audio Visual Research Centres (AVRCs) located at Calcutta, Hyderabad, Jodhpur, Madurai, Madrs, Roorkee, Patiala, Imphal, Indore and so on. Similarly, Indira Gandhi National Open University (IGNOU) has been producing and telecasting ETV programmes for its students of various degrees since May 20, 1991. With a view to removing the limitations of one way communication, various innovative interactive approaches have been introduced in the system and important of them are Tele Talks, Tele-conferencing, Talk-Back Experiments and so on.

ETV programmes produced by EMRCs, AVRCs and IGNOU can be
used as video programmes also. AVRC, Indore has produced so many programmes for teacher educators that can be used in teacher training programmes. Educational institution has to prepare the time table accordingly if it wants to show ETV programmes, which are telecast on Doordarshan to the students. And it is not always possible for the institute to arrange the periods according to the telecast time of Doordarshan. So it is better to show such educational programmes on video so that the content can be discussed during the show also.

Use of video programmes in classroom teaching in the countries like India is in its primary stage. In most of the colleges and schools the teaching learning process takes place orally by face-to-face interaction between teacher and students as it is discussed earlier in this chapter.

2.3 TEACHER EDUCATION IN INDIA

In an ancient time the teachers called Rishi taught students in the Ashram. The Brahmins generally did teaching. But with the modernization and development of the civilization number of students increased in the schools and the number of the teachers as well. So the need of teacher training arose. People other than Brahmins also came in the teaching profession. They did not have any hereditary quality of the same and the saying ‘Teachers are born, not made.’ became irrelevant. So the need of teacher training arose. “Till the arrival of British
Systematic work started in the field of teacher training in 1854. An institution was established in Madras in 1856 for the training of the teachers. Here it should be noticed that one institution tried to train 24 primary teachers in Bombay in 1815. Hunter commission, appointed in 1882-'83, emphasized on the qualitative secondary teacher-training programme. Such teacher-training centre was established in Lahore in 1877. Then different cities of India like Madras, Jabalpur, Kurukshetra and Allahabad also became the centres for teacher training institutions. In 1912 British government took a significant step by declaring that untrained teacher should not be appointed in the secondary schools. Since then various education commissions were formed and they recommended for the betterment of teacher training programme according to the need and future of the society. Most of the governments in India, after independence, had taken different steps for the betterment of teacher-training programme. “It is being increasingly felt that teacher should be properly educated and re-educated to be able to do the job well and he has to be oriented to the requirements – how to use new methods, techniques and devices to get good results.” "Hence teacher education is now known as the Competence Based Teacher Education." "The importance of teacher-education in post-independence India in the matter of educational reconstruction has to be recognized by the educational administrators and teacher educators so that the planning and administration of teacher education curriculum
may include the related aspects to effect the desired changes and attain the designed goals."

"The government of India has no direct role to play in teacher education. The Union Ministry of Education promotes Teacher Education Programme through its different advisory and statutory bodies, like National Council for Educational Research and Training (NCERT) and National Council of Teacher Education and the like." NCERT was established in 1961 to work for the qualitative improvement of the teachers and teaching. But the August 1995 was the milestone for teacher education in India as National Council for Teacher Education NCTE was established. Let's have an idea about NCTE.

2.4 NATIONAL COUNCIL FOR TEACHER EDUCATION

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action there under, envisaged National Council for Teacher Education with
statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

2.4.1 **Objective of the NCTE:** The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

2.4.2 **Organisational structure of the NCTE:** NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and coordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters.
and with research, policy planning, monitoring, curriculum, innovations, co-
ordination, library and documentation, in-service programmes. The Chairperson
heads the NCTE Headquarter, while a Regional Director heads each Regional
Committee.

2.4.3 Regional committees of the NCTE: NCTE has four regional
committees:

1. Eastern Regional Committee (NCTE),
   E-15, Neel Kanth Nagar,
   Nayapalli,
   Bhubaneswar - 751 012
   Ph.No. : 0674 - 416156(RD), 415793(O)
   Fax No.: 0674 - 414873
   Email : vkaerc@hotmail.com

2. Northern Regional Committee (NCTE),
   A-46, Shanti Path,
   Tilak Nagar,
   Jaipur - 302004,
   Ph.No. : 0141 - 620116(RD), 623501(O)
   Fax No.: 0141 - 620116
   Email : ncte@raj.nic.in

3. Southern Regional Committee (NCTE),
   125, Infantry Road,
   Opp. Medinova Diagnostic Services,,
   Bangalore - 560 001,
   Ph.No. : 080 - 2860962(RD), 2861369(O)
   Fax No.: 080 - 2860962
   Email : nacoteed@bgl.vsnl.net.in

4. Western Regional Committee (NCTE),
   Manas Bhawan, Shyamla Hills,
   Bhopal - 462002,
   Ph.No. : 0755 - 530912(RD), 739672(O)
   Fax No.: 0755 - 530912
NCTE keeps watch on different teacher education institutes of the country through these regional committees. Significant changes can be seen in teacher education institutes due to sincere efforts taken by NCTE. According to NCTE’s norms following devices are essential for the institutions, which run B. Ed. Course.

- Radio – 1
- T.V. - 1
- Audio cassette recorder – 1
- Slide-cum-film strip projector – 1
- Overhead projector – 1
- Art materials for preparation of charts and slides
- Materials for transparencies
- V.C.R. –1
- Amplifier - 1
- Loud speakers – 2
- Microphones – 2
- Adequate number of blank Audio - Video cassettes
- Still camera – 1 Computer P.C – 1 are desirable devices.
2.5 RESUME

Going through this chapter we can say that the development of mass media in education and improvement in teacher education were done simultaneously in India. NCTE emphasizes on use of educational technology that includes video and TV programmes.
REFERENCES


8 www.ncte-in.org\ctewebnormsstd.htm