# UNIT 10 EDUCATION AND MEDIA

**Structure**



## 10.0 INTRODUCTION

Education, as you are aware, is a vital investment in human and economic development. Education in the present day context is perhaps the most important means for individuals to build their capability levels, overcome constraints, improve competencies and in the process, enlarge their available set of opportunities and choices for a sustained improvement in their quality of life.

In this unit we shall discuss the role and importance of education, take a historical overview of education in India and analyse the role of media in education with the help of some experiences.

## 10.1 LEARNING OUTCOMES

After reading through this unit, you should be able to:

- discuss the role and importance of education in our life;
- describe various schemes in education;
- analyse the role of mass media in issues related to education;

## 10.2 EDUCATION: CONCEPT AND ROLE

The need and importance of education has been discussed by great thinkers from Plato to the father of the nation, Mahatma Gandhi. Let us understand how great

educators and thinkers of the east and west have defined the role of education. According to the Greek philosopher Plato, "Education develops in the body and the soul of the pupil all the beauty and all the perfection he is capable of." It is an action upon our mental nature and is remuneration of years of labour. Aristotle mentioned "Education as the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty." While Rousseau, a political philosopher, stated "Education is the child's development from within". Swami Vivekananda affirmed "Education as the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out." Mahatma Gandhi observed "By education, I mean an all-round drawing out of the best in the child and man's body, mind and spirit."

From the above definitions it is apparent that education is a broad concept. Since ancient times to the modern societies of today, education has played a crucial role in the holistic development of individuals by enabling learning through not just gaining of knowledge but also the development of skills, nurturance of values and beliefs and the physiological and psychological growth of individuals.

### 10.2.1 Literacy and Education

The terms Literacy and education are often interchangeably used; however, they are not identical concepts. Literacy is an ability to read and write. When you can read a book or a newspaper, write a letter or do mathematical calculations, are all examples of literacy. People differ in their literacy skills which is a gradual progression, beginning with the ability to understand spoken words, decode written words, to the deeper understanding of meaning in texts. Education on the other hand is a much larger concept that leads to the development of capabilities of individuals and enhances their competence and skills to meet the challenges of life. Literacy helps in acquiring skills and learning, while education is about applying these skills and learnings, to think rationally and analyse situations comprehensively. Hence every literate person cannot be called an educated person and vice versa. Education is a continuous lifelong learning process where everyday activities and events that we experience, in one or the other, educate us. Improvement in education level indicates improvement in the quality of human resource.

### 10.2.2 Functions of Education

The constitution of India resolves to secure justice, liberty and equality for all its citizens. As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for social, economic, and political development should be passed on to new generations and to people who need this knowledge. To realise these noble goals, education plays a significant role in any society performing several crucial functions.

- Education provides value of unity which leads to **integration in society**. Education expands our outlook and teaches us to be tolerant towards other views. Educational institutions provide new skills and opportunities to interact with people of different social milieu, which make an educated person receptive to various points of views. Education broadens our intellectual panorama, leading to greater enlightenment.

- Awareness is an asset in itself and education **broadens our awareness and makes us knowledgeable** not only about a range of issues, but also our privileges and duties. An aware society leads to positive behaviour and growth of human kind.

- Education **enhances citizen's participation in democratic processes** so that they become responsible citizens**.** It enables us to understand our rights as well as responsibilities and encourages us to follow them. An educated person is a more conscientious citizen who sensibly exercises adult franchise and selects able leaders.

- Education leads to awareness which **facilitates decision making**. Well informed decisions enable us to make the right choices, prevent losses and thus contribute in the per capita income and the economy of a country. To realise the Sustainable Development Goals and the overall development of nations, education is a significant factor.

- Education prepares an individual for economically productive activities and the workforce. Our productivity increases manifold by acquiring new skills and competencies and enables an individual to **augment and earn a continual livelihood**. Education is futuristic in character; one who receives education secures his/her future.

- Education is significant to secure justice, liberty and equality for all citizens. It helps in preparing an individual to work in economy, teach values and morals. The impact of Education enables people to **lead healthy lives**. A well-educated individual would be physically and mentally strong thus having better opportunities in life.

## 10.3 EDUCATION AND HUMAN DEVELOPMENT

In today's societies education is considered essential for eradicating poverty and sustenance of fair democratic processes. Millions of people all over the world are unable to play their full part in the social and economic life of their communities and nations because they lack the basic skills to read or write. A foundation for sustainable development, literacy is considered key for overall development of individuals, boost economic growth, by enhancing skills and livelihoods of people and improve people's lives and a nations overall development. Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all consequently remains an important step towards achieving sustainable development.

The concept of Human Development (HD), as it was formulated in the first Human Development Report (HDR) in 1990, identifies education as a critical component in advancing HD. Education is one of the three dimensions of the index. HDI is a composite index assessing progress in three basic dimensions of human development — health as measured by life expectancy at birth, knowledge measured by mean years of education, and standard of living measured by per capita gross national income. HDRs have annually explored critical development themes through the HD lens and have reinforced the importance of investing in education.

India's Human Development Index (HDI) value for 2019 is 0.647, which puts the country in the medium human development category. Between 1990 and 2019, India's HDI value rose from 0.427 to 0.647. India climbed up a spot to rank 129 out of 189 countries in the latest human development rankings by the United Nations Development Programme (UNDP). According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.07%. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8% literacy. An effective education system is fundamental for a developing nation like India. It is of utmost importance to understand our present education system by incorporating sustainable changes to make it compatible with the global standards.

## 10.4 EDUCATION IN INDIA: A HISTORICAL OVERVIEW

Education in India has always been valued more than merely considering it as a means towards earning a good living. Right from pre-historic days, education, especially higher education has been given a predominant position in the Indian society. Great universities flourished in India. German scholar Max Muller observed: "If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered on the greatest problems of life, and has found solutions to some of them which well deserve the attention of even those who have studied Plato and Kant, I should point to India". When we are studying a unit on Education and Media it is important to have a brief glimpse of the historical overview of Education in:

- Pre- independent era
- Post-independent era
- Contemporary India

### 10.4.1 Pre-Independent Era

Education System prevalent in India during the ancient vedic period was based on the '*Gurukul'* system, where a student or '*shishya'* had to stay away from his home at the house of a teacher/'*Guru*' so as to develop a close bond between the student and the teacher. While living in a gurukul, the shishyas would be disconnected completely from their families, for long periods of time. In the gurukul system all students were treated as equals, irrespective of their social background. It worked towards the holistic development of students by not only making them socially aware, but also building their personalities and character, imbibing self-control and discipline and nurturing their intellectual, spiritual and physical development. The relationship between a guru and the shishya was considered very sacred and at the end of one's education, a student offered the guru *dakshina* before leaving the gurukul which was an acknowledgment of respect and gratitude to the guru.

In ancient India, education was given immense importance and was considered as an instrument which puts an ignorant person on the path of intellectual

progressive, moral and virtuous course of life. Later, powerful kings took keen interest in promoting the interests of higher education by giving rich donations and land to learned scholars. The major universities – Nalanda and Takshila in ancient India were the seats of great intellectual scholarship.

British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. In British period Western education was introduced in India. This period was of great historical significance for emergence of modern education systems in India. The British aggressively worked to spread education in India, using it as a tool for furthering their hidden motives among the natives of India along with education.

In the pre-independence period, the British government was the main agency for deciding the direction and focus of the education system in India. They facilitated in launching a number of schools and colleges throughout the country from where several educated Indians, well versed in modern subjects graduated. British government's main purpose was not to produce thinking intellectual minds but to produce clerks for their administrative machinery. During this time social problems increased manifolds and several scholars felt the need for introduction of English education in India.

However, this new western culture and education gave birth to a new awakening as well. Several western educated social thinkers, contributed in rousing the national consciousness in the minds of Indians in the nineteenth and the twentieth centuries. The main torch-bearer of this new found awakening was Rajaram Mohan Roy, the founder of Brahmo Samaj. Other social and religious reformers included Swami Dayanad Saraswati who founded the Arya Samaj, the Ramakrishna Mission started under the leadership of Swami Vivekananda and the Theosophical Society of Annie Besant. Along with other social reformers such as Ishwar Chandra Vidyasagar, Sri Aurobindo Ghosh they initiated novel ideas of a new type of education for the country. These movements, while trying to reform religion and society, were fully aware of the importance of education as a tool in arousing the national consciousness and national regeneration. Their leadership and legacies substantially helped in evolving a national system of education in India.

### 10.4.2 Post-Independent India

After independence, India adopted the Constitution in 1950 and education became the responsibility of both – the state and the central governments. Following Independence, school curricula were thus imbued with the twin themes of inclusiveness and national pride, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation. Subsidised quality higher education through institutions such as the Indian Institute of Technology (IITs) and Indian Institutes of Management (IIMs) formed a major contribution of a self-reliant and modern Indian state, and they now rank amongst one of the premier higher education institutions in the world.

The independent India resolved to secure justice, liberty and equality for all citizens to achieve these noble goals education. As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development should be passed on to new generations. To this effect, the Indian Constitution under its various articles

mandates that free and compulsory education be provided as a fundamental right to children between the ages of 6 and 14.

### 10.4.3 Contemporary India

Since independence, India has made substantial progress in increasing the achievement of universal primary education. Almost 75% of the population, aged between 7 to 10 years, was literate in 2011. Enrollment in higher education has also increased steadily reaching a Gross Enrollment Ratio of 26.3. However Indian education still lags on many fronts compared to developed nations and if India has to reap the benefits of its demographic dividend from its young population its education sector needs to make tremendous strides.

The challenges before the Indian education system have been succinctly summed up in NGO Pratham report which states that, *"Modern education in India is criticised for encouraging rote learning, rather than comprehension, critical thinking, and problem solving. Students spend most of their time memorising a syllabus with no thought given to learning or playing. Textbook knowledge, rigid ideas, and test scores take precedence over open debates and logical reasoning. Little room is left for creativity to thrive. Moreover, there are growing concerns about student learning outcomes, teacher training, curriculum quality, assessment of learning achievements, and the efficacy of school management. Faced with such problems, many children drop out of school before even completing five years of primary education. Those children who do stay on often learn little".*

Juxtaposed with these challenges is the new technological revolution, the effects of which, all segments of society are experiencing. Today's students are the first generation to grow up with digital technology which has changed the way they view knowledge, access information and relate to our world. Now, technology is offering new possibilities and making life easier for both students and educators.

Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as, internet, wireless networks, cell phones, satellite communications, digital television, radio, etc. Educational institutions are increasingly adopting digital teaching-learning solutions. Education needs to both capture the incredible possibilities for deep learning opportunities that new technologies can offer and prepare students to cope with the amount and speed of information at their fingertips.

Online education in India has been gaining importance in the recent times. Online facilities have tried to address the challenges of delivering education in remote areas. Educational technology can enable more individualised instruction and student teacher interaction that allow for better differentiation enabling students to learn at their own pace. Online education has become an effective mode of learning and the growing awareness of various online courses is encouraging more students to opt for this mode of learning. People choose online methods of education for various reasons; some do it to acquire skills independently while others do it to gain accreditation from institutions worldwide in order to gain better qualifications as per their convenience without withdrawing from their work. Online learning is a cost effective and faster mode of learning.

A large number of distance education universities and programmes use ICT to supplement and complement the self-learning materials that they deliver to

students. These include audio-video broadcasts such as radio and television programmes, delivered to students as part of a learning kit, and in more recent times, multimedia content such as lessons which are delivered off line in CDs. This is also sometimes called multimedia education, where multiple media are used to support learning.

Multimedia education is an interactive instructional method that uses a computer to present material, track learning and direct the user to additional material which meets the students needs. Multimedia learning uses a combination of text, graphics, sound and video in the learning process. It can also be used to describe Internet based instruction through the use of Web Pages, Web Bulletin Boards, Letters and Newsgroups, Video and Real Audio, Graphics and Hands-on Applications.

In India, we have a 24-hour education channel- Gyan Darshan-as part of the national repertoire and GyanVani - the radio co-operative to remove the remoteness through the use of communication technologies. The responsibility of running them has been essentially entrusted to the Indira Gandhi National Open University (IGNOU), but more collaboration and networking is needed in this regard.

The concept of **e-learning in India** is in its early stages and as a mode of teaching and learning, it has seen an increasing use in educational institutions in cities.

**Activity – 1**

Search the internet for Educational Technologies that are being used in India. What are the advantages and limitations of using these technologies?

**Check Your Progress: 1**

**Note:** 1) Use the space below for your answers

2) Compare your answers with those given at the end of the Unit

1) What is the difference between Education and Literacy?

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2) What is ICT?

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## 10.5 MEDIA AND TECHNOLOGY FOR EDUCATION

According to Rowntree, communication modes and media are essential for effective transfer of learning as they enable the student to use different senses to comprehend concepts. Romiszowski reiterates that concept of communication is closely linked to learning. Education hence is essentially a communication process, where the communicator and the receiver (the communicator may be teacher or student; and the receiver may be student or teacher here), partake in a two-way exchange for the growth, development and learning of the student. The evolution of educational technology has seen shifts in their approach and focus. Lewis Elton (1977) identifies three broad transferals, namely mass communication, individualised learning and group learning.

In the earlier phase, focus was more on technologies like Radio and TV with more importance was given to technology to achieve cost effectiveness and to reach out to a large number of students. Later shifts towards individual learning and group learning led to more emphasis on individual need, constant feedback and peer support in the learning process. The role of educational technology shifted from playing an instructional to a more supportive role for enhancing the quality of education.

For solving the problem of "more education to more people in less time", educational media and technology have a crucial role as they can tremendously influence the structures, processes and outputs of teaching-learning. The ever increasing presence of media in the Indian subcontinent makes it a potential instrument of mobilising public opinion which if positively harnessed, can play a crucial role in motivating parents to send their children to school and also reducing the number of drop outs. Media can help to deliver the learning materials from communicator to receiver as per the objectives of communication. With the advent of internet the pedagogy of education has seen a sea change. Internet has been used to expand access, promote efficiency, improve quality of learning, enhance quality of teaching, and improve management systems.

The experience of introducing different media and communication technologies in the classroom and other educational settings all over the world over the past several decades suggests that the full realisation of the potential educational benefits of ICTs is not automatic. The effective integration of media technology into the educational system is a complex, multifaceted process that also involves curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

Media Technologies are powerful tools for extending educational opportunities to various sectors. These include both formal and non-formal education, scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons (such as ethnic minorities, girls and women, persons with disabilities, and the elderly), as well as those who are unable to enroll on campus, due to cost or time constraints.

- **Flexibility**, **Adaptability:** A feature of media technologies is the flexibility they offer for various tasks for both the educators and students. Educational media technologies can be useful tools for how we structure tasks to better

understand procedures and processes; access knowledge databases and find information that is appropriate and relevant; as well as provide us with multiple forms of knowledge representation (audio, text, video, image etc.) styles that we can choose from. Thus ICTs can effectively off set variations in student teacher abilities in the learning process.

- **Anytime, Anywhere**: One defining feature of Media and Communication Technologies is their ability to transcend time and space. With access to the Internet, distance educators and their students can use email and Web search engines to get more information and share the information. As the Internet continues its rapid penetration into households, education in the form of virtual universities and distance education continues to develop. Distance education serves to reverse social dynamics by bringing school to students, rather than students to school. Media and Communication Technologies make possible asynchronous learning, or learning characterised by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24×7. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

- **Access to remote learning resources**. Information technology has made education accessible at remote areas allowing teaching and learning to take place beyond the traditional boundaries and resources of the school. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere and anytime by an unlimited number of people. Students in remote and under-developed areas are the largest beneficiaries of education through the Internet. Students who are unable to get through university entrance examinations and working people can also get a chance of continuous education and training at virtual universities. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons - mentors, experts, researchers, professionals, business leaders, and peers, all over the world.

  The very origin of the Internet is strongly linked to education, as it was in universities and research institutes that electronic networks were initially developed. Internet technology lead to growth of distance learning which gives millions of people who lack the time or resources to attend traditional schools and colleges, the chance to pursue education qualifications at their own pace. Because of distance learning, students who live in remote areas no longer have to travel great distances to get to classes or to access educational materials. While this is particularly true in rural and remote areas, it applies to many urban areas as well.

There are three general approaches to the instructional use of computers and the Internet, namely:

- Learning about computers and the Internet, in which technological literacy is the end goal;
- Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and
- Learning through computers and the Internet, integrating technological skills development with curriculum applications.

As computer and internet based teaching tools become popular innovations in education it is important to keep in mind the desired results before introducing educational technology. How is it going to bring an increase in the quality of learning? Will there be decrease in the time taken for learner to attain desired goal? Is there increase in the capacity of teacher in terms of learners taught, without reducing quality of learning? Is educational technology helping to reduce cost in long run, without affecting quality? A holistic understanding of media and technologies can go a long way in strengthening teaching learning problems encountered in educational institutions.

## 10.6 USING ICT FOR EDUCATION: SOME EXPERIENCES

In the previous section we have discussed that ICTs which include radio and television, as well as newer digital technologies such as computers and the Internet are potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. ICTs also make teaching and learning into an engaging, active process connected to real life. Some of the initiatives in India using ICT for education are as follows:

### 10.6.1 Initiatives in Education and Development

In India, media technologies have been used to facilitate education and development through projects such as SITE, Kheda and JDCP.

**SITE:** India was one of the first developing countries to experiment with satellite television. The Satellite Instructional Television Experiment (SITE) was a technology based experiment conducted in India in 1975-76. It was designed in collaboration with NASA and the Indian Space Research Organisation (ISRO). The Satellite SITE was the first attempt to use technology as an educational tool. In 1975, when television was a rare even in urban India, TV sets for community viewing were set up in schools or Panchayat centres in 2,400 villages in six States — Bihar, Orissa, Madhya Pradesh, Andhra Pradesh, Karnataka and Rajasthan. The programmes were directed at creating a positive attitude to formal education and making education interesting, creative, purposive and stimulating.

**Kheda Communication Project:** Kheda Communication Project was yet another pioneering projects using television for educational purposes in Kheda district of Gujarat, India. In this venture villagers were encouraged to participate as actors, writers, in the production of T.V. programmes which was based on the community issues such as alcoholism, family planning etc. Chatter Mota and NariTu Narayani

were two popular soaps of this project. This initiative aided in facilitating services based on the needs of community, community mobilisation and acted as a medium to initiate a dialogue among locals. This project demonstrated how technology can be put to use for social progress and development especially for ones who are in the deprived segments of society.

**Jhabua Development Communication Project:** Jhabua Development Communication Project (JDCP) was launched in mid 1990s. It used satellite communication to address the needs of the rural illiterate population and provide programme support communication to development efforts. The project was located in Jhabua, a predominantly rural area with a large tribal population in the state of Madhya Pradesh in central India. The purpose of JDCP was to experiment with the utilisation of an interactive satellite-based broadcasting network to support development and education in remote areas of India. Some 150 direct-reception systems like satellite dish, TV sets, VCRs, and other equipment have been installed in several villages of Jhabua, which received television broadcasts for two hours every evening from Ahmedabad studio, uplinked through satellite. Moreover, 12 talkback terminals have been installed in each of the block headquarters of Jhabua district, through which village functionaries ask questions, provide feedback, and report on the progress.

## 10.6.2 School Education: Some Experiences

Several private and government projects have harnessed ICT for education at the school level, some of these include:

**Hole in the Wall Project:** An experiment for children's learning - "Hole in the Wall" (HIW) was first conducted in 1999 in which a computer was placed in a kiosk in a wall in a slum and children were allowed to use it freely. The experiment was conducted with a purpose to demonstrate how technology can be used to teach children without formal training. Through this experiments, especially with children from resource poor settings it was concluded that the key is forcing a group of children to share a computer rather than giving one to each, since sharing foments debates and a collaborative knowledge-seeking process which is far more effective than learning alone. This showcases the potential of ICTs to bring about educational change and how these can be effectively used with children.

**Gyandoot Samiti:** The Gyandoot Samiti, established 32 kiosks at the high schools and higher secondary schools to provides them local educational contents through the server. The schools are also accessing the Internet for other educational contents. Each school is having an e-club to promote activities related to IT among the rural students. This initiative of the Samiti has been named *Shiksha Gyandoot*. It is meant for the benefit of both students and teachers to foster the motto of providing good quality education to all. At present the Samiti provides the following facilities to the students through its site:

- Career guidance: students of various streams (PCM, PCB, Commerce, Arts etc.) with the various options open to him after completion of his XII board.
- Pathyakram: syllabuses of various subjects taught in class X and XII. and question bank on various subjects available to students to help them prepare better for the exams.

- Chhithi: This option allows the student to interact with other schools, soochnalayas etc. and discuss their problems and experiences.
- General Awareness: A question bank, which allows the student to assess his/her general awareness.
- Prerak Prasang: Moral stories to help the students develop good moral values.
- Jiwaniya: Biographies of great leaders in various fields of our country. Presently it includes the biographies of all the Prime ministers and Presidents of our country besides scientists and mathematicians like Arya bhatt, Vikram Sarabhai etc.
- Sawaliram se poochiye: opportunity provided to schoolchildren to ask inquisitive questions regarding career counseling or any other field from *Sawaliram* at no cost.

**Vidya Vahini:** In year 2003, the Government launched "VidyaVahini"; an ambitious school computerisation programme aimed at connecting 60,000 Government aided schools through internet and intranet. The Schools were given computer labs to facilitate IT education, access to Internet, online library, academic services, web broadcast and e-learning.

**ePathshala:** In the year 2015, the Ministry of HRD and NCERT jointly launched an educational portal called ePathshala. Available in three languages – English, Hindi and Urdu – it provides educational resources for students, teachers, as well as parents. A web and mobile based application, it features textbooks, audio visuals, print material, etc.

### 10.6.3 Initiatives in Higher Education

ICT have been used to facilitate higher education in the country. Some such initiatives have been discussed in this section.

**Country Wide Class Room Project:** The 'University Grants Commission' (UGC) in collaboration with 'INSAT' launched educational television project, popularly known as 'Country wide Classroom'. The project was launched on August 15, 1984. It was the first project which targeted the under-graduates in India. The media centres were established in 6 universities of India. These centres were names Audio Visual Research Centres (AVRCs) (AVRCS) (later these centres have been renamed as Educational Multimedia Research Centres (EMMRCS).The project used electronic media for the quality enrichment of higher education.

**UGC-INFONET Programme:** Indian Universities constitute one of the largest higher education systems in the world. With large number of universities and affiliated colleges it is a great challenge to ensure effective coordination and communication amongst students and teachers. Frequent changes in curricula and introduction of new subjects impose a great demand on the system in general. Indian Universities need to be given the required trust to enter the third millennium with a leading edge.

Technology is a driving force in contemporary education system. University Grants Commission has launched an ambitious programme to bring about a qualitative change in the academic infrastructure especially for higher education. Under this initiative UGC is modernising the university campuses with state-of-the-art campus wide networks and setting up its own nationwide communication network named UGC-InfoNet.

ERNET India, a society under the Ministry of Communications and Information Technology, in partnership with the University Grants Commission has set up UGC-InfoNet. Under this programme it is proposed to use ICT and Internet to transform learning environment from mono-dimensional to multi-dimensional. UGC-InfoNet will be a boon to the higher education system in many ways:

- **A vehicle for distance learning** to facilitate spread of quality education all over the country.
- A tool to distribute education **material and journals** to remotest of areas.
- A **resource for researchers and scholars** for tapping most up-to-date information.
- **A medium for collaboration** among the teachers and students not only within the country but all over the world.
- Will be an **Intranet for University Automation**.
- Will **encompass entire University System** for most efficient utilisation of precious network resources.
- Will establish a **channel for Globalisation** of Education and facilitate the universities in marketing their services and development.

**Gyan Darshan**

Gyan Darshan channel is a major milestone in the field of Educational Television in India. It is a joint venture of the Ministry of Human Resource Development (MHRD), Ministry of Information & Broadcasting (I & B Ministry), Prasar Bharati and IGNOU serving as the nodal agency. Launched in the year 2000, Gyan Darshan is a 24-hour educational channel which offers educational programmes covering a variety of subjects and catering to a wide range of viewers. These include pre-school, primary, secondary and higher secondary students, college/university students, youth seeking career opportunities, homemakers and working professionals. The software is pooled from various educational Institutions and Development Organisations. GD conducts two hours of live interactive sessions every day to build interactivity in the Open and Distance Learning (ODL) system. The Gyan Darshan telecast is also beneficial for students of the formal education system and the viewers can access Gyan Darshan on IGNOU's website https://www.ignouonline.ac.in/gyandarshan/.

**Gyan Vani**

Gyan Vani (GV) FM Radio was conceived in 2001 as a network of educational FM Radio Channels operating from various cities in the country. With an aim to enhance and supplement the teaching-learning process, each GV Station has a range of about 60 kms and covers an entire city/town including the adjoining

rural areas. Gyan Vani serves as an ideal medium for niche audience addressing the local educational, developmental and socio-cultural requirements of the people. The flavour of the channel is by and large local and the medium is English, Hindi or language of the region. The overall content pertains to Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, Distance Education and Extension Education etc. Interactive Radio Counseling (IRC) facility is being provided by GV Stations to enable students to interact with the faculty, academic counselors and student support staff. The live phone-in programmes are popular components of the network. Students can listen to these live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email or through chat mode on Gyan Dhara.

**Gyandhara**

Gyandhara is an internet audio counseling service offered by IGNOU. Students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email and also chat mode. The Gyandhara streaming is available for internet users anywhere in the world. Important events broadcast by GV Delhi are also relayed by all GV stations using the Gyandhara feed. You can access Gyandhara using the link https://www.ignouonline.ac.in/gyandhara/

**eGyanKosh**

eGyanKosh is a National Digital Repository to store, index, preserve, distribute and share the digital learning resources developed by the Open and Distance Learning Institutions in the country. Items in eGyanKosh are protected by copyright, with all rights reserved by IGNOU, unless otherwise indicated.

**Swayam Prabha**

IGNOU is the national coordinator for five channels of Swayam Prabha, the DTH channel initiative of Government of India. IGNOU has been coordinating with INFLIBNET, MHRD and for production of videos, scheduling and management of these channels.

From above discussion you would have understood that media and ICT play an important role in improving the Indian education system in India.

**Check Your Progress 2**

**Note:** 1) Use the space below for your answers

2) Compare your answers with those given at the end of the Unit

1) What is SITE?

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2) Briefly outline the role of internet in the progress of Indian education system.

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## 10.7 LET US SUM UP

In this Unit you were exposed to various aspects of media and education. We started with the concept and functions of education and made a distinction between literacy and education. We discussed the significance of education and examined how education contributes in our overall development and plays an important role in democracy too. Then we looked at the historical overview of education system in India that prevailed in the pre-independent and post- independent India. We outlined some issues pertaining to the education system in India and looked at some initiatives of using media and ICTs at the school and higher education levels. The analysis will help you in understanding the education system and harnessing media for education and development.

## 10.8 FURTHER READINGS

Cuban Larry (1986) 'Teachers and Machines: The Classroom Use of Technology Since 1920'

Abbott, C (2001) "ICT: Changing Education", Routledge/Falmer

Raman, S.A. (2006). "Women's Education", Encyclopedia of India (vol. 4), edited by Stanley Wolpert, 235–239, Thomson Gale: ISBN 0-684-31353-7.

## 10.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

**Check Your Progress 1**

1) Literacy is an ability to read and write while education aims to make the human beings capable and develops their competence and skills to meet the challenges of life.

2) ICT is an umbrella term that encompasses all communication technologies such as, internet, wireless networks, cell phones, satellite communications, digital television, radio, etc. that provide access to information.

**Check Your Progress 2**

1) Satellite Instructional Television Experiment (SITE) was an experiment conducted in India during1975-76 using satellite based communication. The programmes were directed at creating positive attitudes to formal education and making education interesting, purposive and stimulating.

2) Internet has facilitated in accessibility to education in far flung, remote areas. It has made teaching and learning an engaging process and raised the quality of education.