

**JOURNALISM AND EDUCATIONAL BROADCASTING**

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**Abstract**

Journalism is the activity of gathering, assessing, creating and presenting news and information. It is also the product of these activities. Journalism intends to provide verified information they can use to make better decisions, and its practices. Journalists use to find “the truth about the facts” Educational broadcasting refers to Television programming and Radio programming related to courses of study. The term “educational” is also applied at times to other programmes that are particularly enlightening, informative or intellectually stimulating. Educational broadcasting allows a single teacher to address thousands of people. For educational programme, several unique characteristics make television and radio especially useful. Among these are easy communication, sense of reality, technical assets available through the media, timeliness and special motivation. However, a number of short comings have been identified in educational programmes. They include general lack of such ingredients as reciprocal relationship, flexibility, regularity and system as well as limitation in the physical senses. The foundation of Indian broad casting lies in the country’s network of radio and television stations that contribute the bulk of the telecast programmes. The satellite based network with high and low power transmitters have been located all over the country and more than 40 production centres form part of one of the largest television systems in the world. The structure of Akashvani (All India Radio) and Doordarshan in India is presently two - tier, with national and regional stations. With increased capacity on the latest INSAT (Indian Satellites System) satellites, there are a variety of services in various languages. The Indian broad casting has, since its inception, been an active partner in educational broadcasting. Both the broad casting organizations (All India Radio and Doordarshan) and other government agencies have been involved in the production of educational programmes, with transmission.

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**Elements of Journalism**

According to Bill Kovach and Tom Rosenstiel, the following are the elements of Good journalism:-

**1. Journalism’s, first obligation is to the truth**

Journalism seeks a practical and functional form of truth since good decision making depends on people having reliable, accurate facts put in a meaning full context.

**2. Its first loyalty is to citizens**

The publisher of journalism must show an ultimate allegiance to citizens.

**3. Its essence is a discipline of verification**

Journalists rely on a professional discipline for verifying information. Every journalist uses certain methods to assess and test information to “get it right.”

**4. Its practitioners must maintain an independence from those they cover.**

Independence is a corner stone of reliability. It means not becoming educated by sources, intimidated by power, or compromised by self-interest.

**5. It must serve as an independent member of power**

Journalism has an unusual capacity to serve as watch dog over those whose power and position most affect citizens. It may also offer voice to voice less.

**6. It must provide a forum for public criticism and compromise.**

**7. It must strive to keep the significant interesting and relevant.**

**8. It must keep the news comprehensive and proportional.**

Keeping news in proportion is a corner stone of truthfulness.

**9. Its practitioners must be allowed to exercise their personal conscience.**

**10. Citizens, too, has rights and responsibilities when it comes to the news.**

One comes across information, decides whether or not it's believable, and assesses its strength and weaknesses.

**History of Journalism in India**

Indian Journalism is only 200 years old. It owes its birth to English education and to the impact of western civilization. In the early period, Journalism was entirely an occupation of the Britishers in India. Latter Journalism found our soil fertile for quick growth.

In the early period, Indian journals were mostly opinion journals and they depend on foreign owned Reuters for news. Any educated Indian could be the editor, publisher and printer of a journal. Most of the papers were published as weeklies and they turned as dailies much latter.

The language news papers of the 19<sup>th</sup> century were very influential and highly critical of the British administration. Language press was at that time referred to as vernacular press by the government.

Before Independence, journalism for Indians was a mission and a means to an end. Journalism was the only available means to achieve mass support in the freedom struggle for ousting the alien rule .With the arrival of Gandhiji, (1915) the Indian owned press gained added strength in their fight against imperialism and colonialism.

When India gained independence, the press in the country was in a strong position. News service both domestic and foreign supplied news to Indian papers. Reuter news agency was converted to an Indian news agency with a new name the press trust of India (PTI).

After independence, the news papers were gradually turning to business propositions for existence. In the early days of the post-independence era as before it, speeches were news and the people who made them were also news. Our papers are still heavily politics-oriented. After sixties they started giving importance to events other than politics. Development journalism and investigative reporting are new trends in the field of journalism.

### **Mass media in Education**

Even before independence our national leaders very well knew that radio and television were powerful media for educating and mobilizing the masses. The NPC clearly understood the potentiality of the mass media and enumerated its main functions as:

- A) Dissemination of news and useful information
- B) Fight against illiteracy and rural ignorance
- C) State welfare (through propoganda) and
- D) Entertainment

The growth and development of any nation committed to democracy demands highly educated individuals. Communication of knowledge and information can play an important role in increasing the level of awareness of our people. It can develop critical thinking. It can enable them to guide, control and predict the nature of things, objects, events and phenomena. It can help the individuals to take up right decisions on all aspects of life. Improvements in standard of living is possible only with improved forms of knowledge. Then only participation of people in social, economic and political activities becomes possible. Maintaining national unity becomes almost difficult with out knowledge distribution of all types to all the parts of the country.

### **Education and Communication**

Communication in the recent past is becoming itself a vehicle and a subject of education.

### **Audio- Visual Educational Films**

Audio- Visual equipment forms an integral part of the present day aids. The entry of T.V, Radio, V.C.R and Computer is considered as the fourth revolution in education.

Audio visual aids combine the sense of hearing and that of vision too. Hence, it is considered to be a superior kind of technology. The Education Media Research centre (EMRC of Gujarat university develops educational T.V programmes for national telecast on behalf of the university Grants Commission under its “country wide class room” programme. The audio - visual medium is very effective, flexible as well as an economical mode for dissemination of knowledge. This medium would be very effective in faculties like management, medicine and other technical, educational areas.

### **Media of Communication**

Media of Communication with education with education are of oral, printed or combination of both of these methods. Printed communication with the educational community includes advertising and publicity through Motion pictures and Slides, Charts, Maps, and Posters, Demonstrating devices, Exhibits, Models, and Samples. The newspaper is a valuable learning tool that forms an integral part of the education process. News papers are the only medium which provides continuous, up to date, interesting and relevant body of a cross section of news.

### **Educational Broadcasting**

Educational broadcasting refers to Television programming and Radio programming related to courses of study. The term “educational” is also applied at times to other programmes that are particularly enlightening, informative or intellectually stimulating. Educational broadcasting allows a single teacher to address thousands of people. For educational programme, several unique characteristics make television and radio especially useful. Among these are easy communication, sense of reality, technical assets available through the media, timeliness and special motivation. However, a number of shortcomings have been identified in educational programmes. They include general lack of such ingredients as reciprocal relationship, flexibility, regularity and system as well as limitation in the physical senses.

### **Education through Broadcasting**

In a country like India, the role of broadcasting T.V would be much more important than that of the print media. From the earliest years AIR has accepted this role and several of its programmes are devised to fulfill it, whether they are intended for the general listener or for specific groups like farmers, women, students, teachers and workers.

### **School Broadcasting**

Even before All India Radio came into existence there were broadcasts for schools from Bombay and Calcutta. These were occasional in character. It was only in 1937 that organized school broadcasting was started in Calcutta because both the university and the department of Education of Bengal asked for it. Even so the broadcasts were only biweekly lasting for half an hour at a time.

There are 650 million people living in our villages and most of them are very poor. Radio and T.V can be used as supplement to schools and villages with out schools can be served by T.V sets with teaching assistance so that at least fundamental education can be provided to children. At the same time T.V or Radio is a one way channel unless it is combined with correspondence or some special arrangements in the class room, it is impossible to tell how much a student has imbibed out of the lesson.

The student cannot control the pace of the lesson to fit his needs. This is a formidable handicap. For this reason T.V lessons cannot cover all areas of learning. The development of critical or analytical reasoning and the encouragement of creative expression require very close interplay between student and teacher that T.V or Radio can never provide.

Radio and T.V can best serve our educational system. Radio and T.V can be used to supplement the teaching in the class room. Broadcasts can also be used to extend learning outside the school. Where there are no schools or where children cannot go to schools or where those who have had to leave school

to work can only study in non- working hours, where certain skills have to be taught, radio and T.V, combined with correspondence study, or group study under the supervision of a relatively un trained teacher or leader can be effective.

Broadcasting is a one way medium: teaching is a two way process and the broadcasts of talks cannot serve the purpose. The printed word is far more effective than T.V pictures or the spoken word on radio. T.V is ten times as expensive as radio and is used mainly for subjects which demand a visual element such as scientific demonstrations but radio holds good for subjects which demand verbal symbols.

Full scale notes on the broadcast programmes are to be sent to the students in advance so that the programmes can be formed as an integrated part of the course.

Educational Broadcasting is essential for accelerating the pace of national development in general and for bringing about qualitative as well as quantitative improvement of education in particular. Educational broadcasting is required to be potential, instrument of educational advancement and an integral component of educational inputs in traditional as well as distance learning systems for different categories of learners.

Both radio and T.V programmes would serve all categories of learners and provide all kinds of learning experience – knowledge, understanding, appreciation, attitude and skills. Educational broadcasting by its very nature must address itself to the mass audience.

### **Educational Radio programmes In India**

First station of the Indian Broadcasting company (IBC) was inaugurated at Bombay by the British viceroy of India Lord Irwin on July 23 1927. Radio has been playing an important role for promoting relevant and interesting education. Educational Technology (ET) cells in many stations have been taking an active interest in education broadcasting to provide radio sets, planning programmes, producing and distributing teachers in the use of media and script writing.

### **Educational programme (All India Radio)**

For school students, most of the AIR stations broadcast programmes based on the school curriculum to reach students in the interior areas. 76 stations of AIR have broadcast programmes for schools and 30 stations broadcast National Adult Education Programmes (NAEP). Shimla, Nagpur and Tiruchirapalli Broadcast programs on Non – Formal Education. For the benefits of the children of the age group between 10 and 14 a science programme known as 'VIGYAN VIDHI' is being broadcast simultaneously in 17 languages.

### **Educational Programme in Doordarshan**

Educational programs both of enrichment type and syllabus oriented are being telecast by several Doordarshan Kendras. Programme of higher education for under graduates in the colleges were introduced in 1984, in collaboration with the University Grants Commission. The programmes of enrichment type in the respective regional languages comprises of two segments for the age groups of five to eight years and nine to eleven years. The total duration of the state is 45 minutes. In addition, area specific programmes in duration of 35 to 40 minutes relating to Agriculture, Irrigation, and Health and Family welfare are also telecast in various states in the local languages.

### **Satellite Instructional Television Experiment**

SITE, a biggest Communication experiment was commenced on 1-8-75 and completed on 31-7-76 and it covered 2400 villages in six states viz.. Rajasthan, Madhya Pradesh, Orissa, Bihar, Andhra Pradesh and Karnataka for four hours daily in four languages. Community viewing sets put up to cater to the needs of the rural. The terrestrial T.V service was introduced following the SITE programme and a total of 10,000 villages were covered. Edusat is the first dedicated 'Educational Satellite' that provide the country with satellite based two way communication to class room for delivering educational material.

### **Kheda Communication Project**

The Kheda Communication project is a significant success, in using the modern media for social change. Space Application Centre, (SAC), Ahmadabad, has taken the responsibility to carry out the programmes. Kheda is a small district in Central Gujarat. 607 T.Vsets were given to 443 villages. It was maintained by state government and the sets were kept in panchayath houses. The programme was transmitted just an every day. Both Doordarshan and the space Application Centre produced the programmes. The programme proved to be a very popular one. The most interesting aspect of the Kheda experiment was the non-broadcast use of video tape. Through the medium, sincerely attempts at two- way communication. The two ways communication was tried between villages and the administration. Thus a dialogue could be promoted. The Horizontal Communication between neighbouring communities could lead to an exchange of ideas and views letting even interaction with each other.

Audio – visual equipment forms an integral part of the present day learning aids. The entry of T.V, Radio, VCR and Computer is considered as the fourth revolution of education. Audio -Visual aids combine the sense of hearing and that of vision too. Hence it is considered to be a superior kind of technology.

### **Educational Broadcasting Today**

The foundation of Indian broadcasting lies in the country's network of radio and television stations that contribute the bulk of the telecast programmes. The satellite based network with high and low power transmitters have been located all over the country and more than 40 production centres form part of one of the largest television systems in the world. The structure of Akashvani (All India Radio) and Doordarshan in India is presently two -tier, with national and regional stations. With increased capacity on the latest INSAT (Indian Satellites System) satellites, there are a variety of services in various languages.

The union HRD ministry has given its clearance to a scheme called swayam prabha, allowing 32 direct – to- home (DTH) television channels to broadcast programmes for school and university from August. The All India Radio has taken off air all 37 Gyanvani educational FM radio stations. IGNOU started FM radio in Pune to broadcast education and development programmes. Ministry of information and Broadcasting, Government of India, the Ministry of Human Resource Development, Government of India, and the Ministry of communications have given the permission to Indira Gandhi National Open university for running 37 FM stations in the country for Educational broadcasting.

The AIR and Doordarshan broadcast so many programmes with educational purpose like Quiz programmes, Agricultural programmes, Socio-cultural programmes, Entertainment programmes, Instructional programmes, Discussions, Interviews etc. But at present only a few educational programmes are broadcast in AIR and Doordarshan, and, they intend especially for children, Doordarshan broadcasts educational programmes prepared by the State Institute of Educational Technology under the category of educational broadcasting, The programme is for the children who belongs to the age group of 1 to 10. All India Radio also broadcasts programmes for children. It is seen that there is the need of educational programmes for the purpose of educating adult learners, tribal and coastal people etc, since present programmes are insufficient to cater to the needs of the people who belong to the aforesaid categories,

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