CHAPTER VII

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SCHOOL BROADCASTS IN INDIA

ITS HISTORICAL BACKGROUND:

School broadcasting in India has a long past. It is still struggling to have a firm hold in the domain of education. As early as in 1927, two years before the setting up of ephemeral Indian Broadcasting Company, the Madras corporation had a transmitter and programmes in Tamil, were put out for the pupils of local primary schools. The Indian Broadcasting Company was duly established in the year 1929. School broadcasts of occasional and informal character were transmitted from Bombay. The company was soon replaced by the Indian State Broadcasting Service and in November 1932, Calcutta Station of All India Radio was the first to broadcast school programmes on a regular basis. Any way soon after their start they were held in abeyance. In 1936 the Department of Broadcasting was instituted and it decided to close down school broadcasts in favour of more money yielding
and popular types of programmes. In the year 1936 the Indian State Broadcasting Service was rejuvenated. The demand of All India Radio for the revival of school broadcasts, appeared again and in 1937 the University of Calcutta and the Deptt. of Education, Bengal jointly requested the All India Radio to restart school broadcasts. Consequently in November of the same year Calcutta Station started half hour programmes for schools twice every week.

The All India Radio, both in the matter of working and policy, set before itself the ideals of BBC. Like BBC its prime mission was to inform to educate and to entertain over and above. The popularity of school broadcasts, increased by leaps and bounds. Therefore it was decided to embark upon school broadcasting without insisting on the installation of radio sets in school as the condition before putting out educational broadcasts to schools. Almost all the stations of AIR were requested to draw up the programmes of
school broadcasts in close collaboration with the authorities of State education departments for the term October 1938 to March 1939. Delhi, Bombay, Calcutta, Madras, Lucknow, Lahore, Peshawar, Dacca and Tiruchi started putting out radio lessons for schools. Pamphlets, giving details of the programmes were published and given away scott free to schools. Two to five, 20 to 30 minutes programmes were transmitted every week. They were prepared mainly for two age groups - for juniors (11 to 13) and for seniors (14 to 16). The following sample schedule as given by Mr. Narendra Kumar, throws much light on the pattern:

<table>
<thead>
<tr>
<th>Subject Series</th>
<th>No. of programmes in one academic year</th>
<th>For Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) History Sources of Indian History</td>
<td>4</td>
<td>Seniors</td>
</tr>
<tr>
<td>(b) Geography Along the coast of Asia</td>
<td>5</td>
<td>Juniors</td>
</tr>
</tbody>
</table>

"The educational objectives of the school broadcasting service were defined thus: What the radio endeavours to concentrate on is --

(a) topics which will be found useful in widening the mental horizon of the students but which do not fall within the four corners of the syllabus, and

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(2) Report of the Progress of Broadcasting up to 31st of March 1939 Government of India, Page 35.
(b) Such subjects of school as can not be adequately dealt with in an average institution owing to the difficulties of the school system, such as lack of time or the intellectual limitations of an average teacher."

In fact the main aim was to provide enrichment programme to the majority of students. Frederic Usillis in his famous book entitled "Widening Harison" expresses almost similar views when he says:

"I like to think of education by radio as a timely, vital, dramatic thing, a system of learning or acquiring more information, a means of Widening ones harison or enriching ones life or breaking down prejudice through inspiration and not perspiration, education by desire and not by discipline and pattern of swiftly changing pictures and events with seen interpretations, not static-formulas, but a moving panorma of the world in which we live right now white we are living in its not a dreary drill of text books and dates."
In short, I feel, that one of Broadcasting's most helpful contribution to education and one of its responsibilities to itself and to its listeners is the popularizing of education itself."

The second world war broke out in 1939 and as a result school broadcasts could not have much attention from the organization. Yet some remarkable developments took place in the educational use of mass media. New recruits had to be trained with in short period, hundreds of teachers also joined the army and school children were shifted from big towns to safer areas. The civilian people had to be given training in first aid and air raid precautions. To meet these challenges Broadcasting Organization had to curtail many of the educational programmes relevant to the school stage.

AFTER INDEPENDENCE :-

With the down of independence of the country in 1947, a number of turning points in the development of the school broadcasting service appeared
Upto 1951 there was no clear cut distinction between school licences and the licences for domestic use. It was also not known how many schools were in possession of radio sets. The same year it was decided to reduce the licencing fee for schools from Rs. 15/- to Rs. 3/- per year. The data of school licences in force are available and they throw much light on the acceptability of educational programmes by schools. In the year 1951 only 2,380 schools possessed radio receiving sets. The next year registered a marked increase of 600 licences. In 1953 the number shot up to 3,830 thus, registered a further increase of 858. Over the years, a definite increase in number of licences has been constantly gaining impetus. In 1956, 8,296 licences were in force and by 30th of September 1958 their number had risen to 10,878. This shows that the number of receiving sets had gone up to nearly five times of what it was in the year 1951.
Mr. C.L. Kapoor tells us about the role of school broadcasts during the second five year plan thus:

(3) In the second Five Year Plan, the Union Ministry of Education has a scheme providing fifty percent subsidy to state Governments undertaking to equip schools with radio receiving sets and speakers in classrooms. The Ministry of Education has also set up the Audiovisual Education section and the National Board of Audiovisual Education, on which AIR is represented by Chief Producer of Educational Programmes."

Actually in 1966 a Chief Producer for Educational Broadcasts was appointed in the AIR Directorate to ensure proper and close coordination among various AIR stations originating school broadcasts and to organize systematic Listening in schools.

(3) Radio in School Education by Mr. C.L. Kapoor published by the Manager of Publications, Delhi 1961 (Page 6-7 and Para 2).
Mr. C.L. Kapoor adds:

(4) "But increase in the number of school licences in force, by itself, does not tell the whole story. Surveys conducted recently by AIR reveal that a considerable percentage of the receiving sets in schools are lying derelict, and even those in good state of maintenance and repairs, are not being fully utilised. Another thing that must be taken into account in any assessment of listening in schools is the number of class rooms filled with loud speakers. Poor acoustics make listening to broadcasts less effective and less pleasant, and it is necessary to have at least one room acoustically treated to organise listening to school broadcasts. Only programmes of common interest can be practically listened to, in assembly hall."

(4) Ibid. Page 7 and Para 1.
These days broadcasts are put out in 13 languages and plans for extending the service to Kashmir and Orissa ar under way. That will necessitate programmes in Oriya, Kashmiri and Dogri. School broadcasting service of AIR is much extensive. More than 40 hours of air time are given every week to school broadcasts and about 30 supervisors, programmes assistants, Asstt. producers and staff artists are directly employed on a full time or part time basis, in the planning preparation and production of these broadcasts.

School broadcasts are generally addressed to the students of Secondary Schools. In Bengal they are confined to the VI, VII and VIII classes of the Middle standard of the Secondary Schools. In Delhi programmes are aired for VI, VII, VIII, IX and X classes. Madras is the only station that has attempted programmes for the Primary Schools.
There is no gain saying the fact that listening habits can best be formed in the early years of the student's life. Therefore primary schools must be equipped with radio receiving sets or else proper listening can not become an integral part of classroom activity in secondary schools.

At present programmes for schools originate from fourteen stations and are relayed from other seven, giving in a total of 21 stations as enumerated below: Delhi, Bombay, Calcutta, Trivandrum, Patna, Lucknow, Nagpur, Madras, Ahmedabad, Hyderabad, Jullundur, Bangalore, Guhhati and Jaipur are originating stations while Poona, Rajcot, Kozikode, Allahabad, Tiruchi repalli, Baroda, Vijayavada are relaying stations. This is in brief the history of school broadcasts in our country. It beyond but the 'little done' should not give us a sense of satisfaction and make us forget the 'undone vast'.
THE AIMS OF SECONDARY EDUCATION IN A SECULAR COUNTRY LIKE OURS

India is a secular and democratic country. There is absolutely no room for autocracy or dictatorship. Therefore, the aims and objectives of secondary education should be such as to promote the cause of secularism and democracy to its optimum limit. Mr. Kamla Pati Tripathi, ex-Minister for Home Education and Information U.P. Government in his Foreword to History of Secondary Education in U.P. by Dr. Moti Lal Bhargava, dated 11th September 1958 says about the aim of education:

(5) "One of the great obligations of democracy is to provide equality of opportunity to all. Universal education is necessary in democracy not only for the development of the individual as a -

(5) Foreword by Mr. Kamla Pati Tripathy to the book History of Secondary Education in U.P. by Dr. Moti Lal Bhargava, Published on 2nd October 1958 (Page 1 & Para 1).
whole and for the application of trained intelligence and creative imagination to the solution of social and administrative problems of the country but also for contributing directly and specifically towards international understanding and cooperation."

This is really a lofty aim worth achieving with the succour of secondary education in our country. Mr. C.N. Ghai, ex-Director of Education U.P. in the Preface of the book entitled History of Secondary Education in U.P. by Dr. Moti Lal Bhargava, has thrown a flood of light on the aims of secondary education. He says:-

(6) "Secondary Education is a very significant stage in the education of child. It confirms the rudiments acquired in the early years and prepares the ground for further achievements. The child also begins to find himself. His talents are discovered and his future course determined. The vitality and vigour of a nation's education, therefore, depends on the tone of its secondary education."

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(6) Ibid. Para - 1 & 11.
"Any attempt, therefore, that is made to organize secondary education by receiving its growth and progress through the years and sifting the grain from the chaff, is an attempt in right direction. While we are envisaging in the years to come, free secondary education for all, it is time that we become more definite as to the content of education that we should like to impart, its aims, objectives and processes. Its importance in India today is perhaps greater than ever, for we have to give an education that may liberate energies and liberalize the mind. It must suit the changed conditions and produce well adjusted individuals ---.

If school broadcasts succeed in fulfilling the above mentioned aims, our country will without fail, become as great and prosperous as the honourable framers of our constitution desired and dreamed of its becoming.
As early as in 1939 Shri Acharya Narendra Deva the Chairman of the Primary and Secondary Education Reorganization Committee had described the aims and objectives of secondary education in the following words:

(7) "The level of national life should be raised, people should be taught to think freely and to govern their wills. They should be further taught to appreciate the spiritual values of life and to realise in their own lives the high aims of human endeavour. Democracy if not guided by intellect and principles of right conduct is bound to go the wrong way and to lead to undesirable results. It is, therefore, absolutely necessary that we should give the right direction to education and to train up young children to be free and self-governing individuals so that they may try to follow in their lives the high principle of freedom, self-government, peace and cooperation."

(7) The Primary and Secondary Education Reorganization Committee Report submitted on Feb. 13, 1939
Mahatma Gandhi, the father of our Nation.

He believed that the aim of all education should be to know both Self as well as Not Self. In his famous Autobiography at page 413 he says:

"To develop spirit is to build character and to enable one to work towards a knowledge of God and self-realization. And I hold that this was an essential part of the training of the young and that all training without culture of the spirit was of no use, and might be even harmful. He once wrote to Mani Lal (one of his sons):

"Character building should be the main task of the human race. Rest assured that your services into others will not be wasted."

Hence, it is quite obvious that to Gandhi ji the true aim of education was "knowledges of God and self-realization. He considered it to be the sum and substance of life. To The Students Page 107 he says "The end of all knowledge must be the building up of character." For Gandhiji schools
and colleges are nothing but factories for character building. Parents send their sons and daughters to them so that they may become good men and women. Such a view was quite in tune with the ancient ideal of education that -

(8) "mere intellectual development, without the development of character, learning **đk**ññññ without piety, proficiency in the sacred law with a deficiency in the practices it implies, will defeat the very end of studentship."

Gandhiji's wishes and efforts resulted in evolving:--

(9) "a system of free and compulsory education for the masses which would be better integrated with the needs and ideals of its national life and better able to meet its pressing demands."

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(8) Ancient Indian Education by Radh Kumud Mukarji (Page 205).

The special function of secondary schools, is to train persons who will be able to assume responsibility of leadership - in the social, political, industrial or cultural fields - in their own small groups of community or locality.

The secondary school must equip pupils "adequately with civic as well as vocational efficiency."

Students must not come out of secondary schools as "helpless, shiftless individuals who do not know what to do with themselves."

Late Dr. Za'ir Husain has put almost the same thing in an eloquent and philosophical style. He says:

(10) "Education is the individualised subjective revivification of objective culture. It is the transformation of the objective into the subjective mind. It is an individually organised sense of -

(10) Sardar Vallabhbhai Patel Lectures, Educational Reconstruction In India Dr. Za'ir Husain 4th Series Broadcast over AIR, December 1968.
values awakened by goods of culture which are embodiments of values accessible in experience to the person concerned."

Such are the magnificent aims of Secondary Education, which if realised, would go a long way in making our students, ideal citizens of our secular and democratic country.

The role of school broadcasts in realising the educational aims without very much changing the existing pattern of secondary education in our country.

The role of school broadcasts in realising the aims set by secondary education is of paramount importance. It has to achieve its object without bringing about a radical transformation in the present pattern of secondary education in our country.

"The Third UNESCO International Conference on Educational Radio and Television held in March 1967 defined educational broadcasts thus:--
"The educational nature of programmes must notably be characterized by:

(a) the objectives pursued, aiming at the systematic acquisition or improvement of knowledge;

(b) continuity of action as the didactic objectives can only be attained through regular and progressive programming;

(c) the complementary means employed as programmes must, in principle, be accompanied and seconded by supporting documents;

(d) reception conditions, whether reception is individual or collective, supervised or not it must be active, even confirmed by examinations if possible and at all events the results must be supervised and checked."

All India Radio can play a very important part in getting the above mentioned educational objectives fulfilled. Mr. Narendra Kumar says:

(12) "All India Radio also has set before itself the triple objectives, to inform, to educate and to entertain." --- AIR spends less than 2 percent of the broadcasting time on educational broadcasts. Likewise the educationists still regard broadcasting as a sort of diversion or a frill. This is amply reflected in the fact that the Indian Education Commission has devoted hardly a couple of paragraphs on the utility of mass media in education."

This is really a very sad tale to tell.

Such an important thing as school broadcasts, has not been given so much attention and care as it deserves. There is not much need of being disappointed at this junction as by and by school broadcasts are becoming more popular and closely linked with the syllabus of secondary schools. AIR stations of Delhi, Bombay, Calcutta, Madras, and Hyderabad are rendering women's service in this field.

Ibid. Page 8 and Para 1
The Andhra Pradesh Education Department has recently made it compulsory for schools to listen to radio programmes as broadcast from Hyderabad. As a result very useful radio lessons are put out regularly for secondary schools in the state.

Purpose of school broadcasts is to set up standards of speech and help improve the performance for teachers and taughts alike. They should also remove some of the shortcomings of over regulated and over graded schooling. They must give something fresh in the way of information and treatment. School broadcasts should be developed round an interest or a real life or a near life situations and experiences. They have to be life centred and not merely subject centred. Their purpose should be to promote larger and deeper understanding, to give habits of observation, to stimulate enquiry and investigation and to vitalise imagination over and above. They ought to wipe out the narrow outlook prevalent in schools.
By examining the school broadcasts from Bombay for the term 20th November 1957 - 18th March 1958 we see that such subjects as Nature study, Science and community History, Geography, language and literature are covered. Apart from these there are general broadcasts also. There is a kind of balance between different subjects. Straight talks, dialogues, discussions, illustrated talks and features, each in their own way, lend charm, colour, force and life to radio lessons for secondary schools.

A question crops up if broadcasts to schools be tied up strictly to the syllabuses and courses of study. The answer is not far to see. Syllabuses are not ends in themselves. They are only means to help the students to grow to the fulness of stature by the exercise of his innate facilities. They are devised to offer some disciplines and give certain skills. They should enable the pupils to discover more about the world and themselves.
School broadcasts are expected to adjust themselves according to the school curricula and not replace it altogether. Only radiogenic subjects such as general science, science in relation to social needs, physical sciences e.g. physics, chemistry, botany, zoology suit well to the radio medium. But broadcasting cannot serve very useful purpose in the case of laboratory experiments and library work. In other words skill subjects are not radiogenic.

There should be a harmonious link between school broadcasts and school curricula. Calcutta is trying out the idea of relating radio lessons to the class by class needs of the syllabuses for schools in West Bengal and let us hope that the results would be satisfactory.

Text books alone cannot give the students all that they need. They only accord texts for lessons and occasions for teachers to draw upon their own experience and store of knowledge to illustrate the learning processes that lead to wider understanding and assimilation of propositions.
Similarly school broadcasts depend very much on the efficiency and imagination of teachers. Listening in class room is better than combined listening in auditorium because latter spoils the class room atmosphere which is a must for useful learning.

School broadcasts for secondary schools in Delhi are very regular and systematic. They are trying their best to achieve the desired objectives for education. A few school broadcasts programmes schedules will suffice to testify to the fact.
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<tr>
<th>दिनांक</th>
<th>कार्य का अर्थ</th>
<th>आचार्याथी कार्यक्रम सन 1972</th>
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<td>17 जुलाई से</td>
<td>प्रारंभिक प्रक्रिया और स्थापना</td>
<td>27-7-72 आचार्याथी कार्यक्रम 1</td>
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<td>29 जुलाई तक</td>
<td>में ती सिद्धांत बनाया सरिता का जल</td>
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<td>1 अगस्त से</td>
<td>जागरण दीप जलि</td>
<td>5-8-72 आचार्याथी कार्यक्रम 2</td>
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<td>वाह ना निगाह के लिये उल्लास पर्व अनाम</td>
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<td>माँ कह सक कहानी</td>
<td>12-8-1972 (1) आचार्याथी कार्यक्रम 3</td>
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| 12 अगस्त तक | सिंबर अलाह तेरे नाम                  | (2) लालचित्रता दिव ना भक्त |}

<p>| 14 अगस्त से  | व्याख्या                                  | 19-8-1972 आचार्याथी कार्यक्रम 4  |
| 15 अगस्त तक | उद्घाटन लेखन                           | प्रौढ़ लेखक्य और नाक्ष   |
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| 26 अगस्त तक | व्याख्या                               | गाँधी की लाल (स्वयं)  |
| 28 अगस्त से  | मेघा बच्चन                  | 2-9-1972 आचार्याथी कार्यक्रम 6  |
| 2 सितंबर तक | जाजाटी                              | जाजाटी और उनके पदमालिक  |
| 4 सितंबर में  | संसाधनीय ही महादेव तिवारी के हीत सातने पात |                               |
| 9 सितंबर तक | संसाधनीय ही महादेव तिवारी के हीत सातने पात | आचार्याथी कार्यक्रम 7  |</p>
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<th>कार्यक्रम</th>
<th>शाखावाही कार्यक्रम</th>
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<td>16 अक्टूबर तक</td>
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<td>18 अक्टूबर से</td>
<td>परिसारी</td>
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<td>23 अक्टूबर तक</td>
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<td>लागुनीक विशाल विभाग</td>
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<td>दीपावली तहत</td>
<td>30-9-72</td>
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<td>30 अक्टूबर तक</td>
<td>क्षेत्रगाह बन नरको में क्रिया होगी</td>
<td>लागुशावाही कार्यक्रम</td>
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<td>2 अक्टूबर में</td>
<td>अध्यापक ध्वनि</td>
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<td>21 अक्टूबर तक</td>
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शहरकालीन ग्रंथ सन 1972

23 अक्टूबर से | हम पंक्ती उन्मुखा गान के     | 23-10-72            |
| 28 अक्टूबर तक | कहिए तुलना पूर्ण मुनि बोले    | अत्यावधि           |
|                   | अल्पनिक विभाग             | 29-10-72            |
|                   | लक्षणक के बोले             | लागुशावाही कार्यक्रम |
|                   |                               | फल प्रमाण             |
| 30 अक्टूबर से | अध्यापक शहीद सज्जेश्चा आजादः| 4-11-72              |
| 4 नवम्बर तक     | सरासर बलम भाई पटेल      | लागुनीकी             |
| 6 नवम्बर में      | गोवर दुग्धगृही              | 11-11-72             |
| 11 नवम्बर तक    | परिसारी                     | लागुशावाही कार्यक्रम |
|                   | कलामुख्य बां     | सरासर गोवर           |
| 13 नवम्बर से     | मातृ पूति का मान             | 18-11-72             |
| 18 नवम्बर तक    | विवेकनन्द                 | अल्पनिक गोवर          |
20 नवंबर से मेहा गिया खेल हाफी
25 नवंबर तक पशिवृ ना जीवन

26 दिसम्बर से पयू के पहचान 2-12-72
2 दिसम्बर तक लायखन के प्राक्ष के प्रीत आवश्यकता काफ़ी 17
9 दिसम्बर से तण्डिके लेखन अमीना की बहान तेजम
9 दिसम्बर तक नितंब लेखन बिन्दुमाणी की रानी तेजम
11 दिसम्बर से हाफियों के कैम के
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18 दिसम्बर से हाफियों के ग्राम व मुख
23 दिसम्बर तक परिवार और शीतलालीन अवकाश शीतलालीन अवकाश 23-12-72

शीतलालीन अवकाश सन 1973

25 दिसम्बर से शीतलालीन अवकाश 30-12-72
1 जनवरी 1973 तक

1 जनवरी से युगलातार गंधी 6-1-1973
6 जनवरी तक गंधी अनुभव गंधी अकादेमी लार्जरम
8 जनवरी से गाहडिच का सतारी 13-1-73
13 जनवरी तक शिक्षिक और क्षेम अकादेमी तिलक अकादेमी लार्जरम
15 जनवरी से कमल
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<td>17 फरवरी तक</td>
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आत्मवाणी कृप्ति के लिए
सामाजिक जान
कार्यक्रम की तालिका
जुलाई 1974 से फरवरी 1975 तक

26 जुलाई
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यूनाइटेड किंग्डम

2 अगस्त
हमारी खुली समस्तता (1)
कौयला

9 अगस्त
हमारे भित्र राख्त (2)
पुरी और पश्चिमी जर्मनी

16 अगस्त
स्वाक्षर संग्राम की कहानी (1)
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23 अगस्त
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30 अगस्त
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यूरोपीयम

6 सितंबर
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13 सितंबर
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20 सितंबर
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27 नवम्बर
परेशा

4 अक्टूबर
हमारे सितार राम (4)
सीखियात संघ

11 अक्टूबर
स्वातन्त्र भारत गीता कहानी (2)
स्तवां के जनसंगठन संगठार है

18 अक्टूबर
शात संवेदना
21 मई 25 अक्टूबर तक शात संवेदना

1 नवम्बर
स्वातन्त्र भारत गीता कहानी (3)
स्तवां जनसंगठन संवेदना

4 नवम्बर
हमारे से सहार (2)
तप सेना

15 नवम्बर
भेग दुर्गा का संवेदना

22 नवम्बर
स्वातन्त्र भारत गीता कहानी (4)
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29 नवम्बर
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6 दिसम्बर
आज की दुनिया

13 दिसम्बर
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नव सेना
20 दिसंबर
परीक्षा

27 दिसंबर
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31 दिसंबर तक

3 जनवरी
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10 जनवरी
हमारे पड़ोसी देश (1)
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17 जनवरी
पंजाबी पंचकलंकिया योजना

24 जनवरी
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7 फ़रवरी
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14 फ़रवरी
बड़ी स्वादिष्ट की संस्था

21 फ़रवरी
हमारे पड़ोसी देश (3)
श्री लेखा

28 फ़रवरी
प्रश्नोत्तरी
All India Radio

School Broadcast English for IX class
( AIR Station New Delhi )

1976-77

Week-Wise Syllabus

Class IX (1976-77)

Summer Timings
10.15 A.M. to 10.35 A.M.
5.20 P.M. to 5.40 P.M.

Winter Timings
10.35 A.M. to 10.55 A.M.
5.20 P.M. to 5.40 P.M.

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<th>Radio Period</th>
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<td>1-8 May</td>
<td>15th of August</td>
<td>English course Lessons(1)</td>
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<td>10-15 May</td>
<td>Exercise on Ec lesson(1)</td>
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<td>SUMMER BREAK 16 MAY to 14 JULY 1976</td>
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<td>24 July</td>
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<td>(EC lesson 2) comprehension Exercise on Part I</td>
<td>Day Break-</td>
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<td>From Balloon to Aero- No Radiol planes Ec Lesson 37 Lesson. Exercises on page 35, 36</td>
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<td>Balloons to Aeroplanes.</td>
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<td>Eggs for Prof. Agassiz Er Lesson 4 The Discovery of Penicillin Ec Lesson 6</td>
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<td>Lady Clare (Poem 7) Monkeys of Simla ER Lesson 8</td>
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<td>The Mysterious Painting I</td>
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Thus it is quite clear that AIR station New Delhi is playing a very important role in realising the educational aims of secondary school education. For the registration of listening school there is definite form which must be duly filled and sent to the Station Director AIR New Delhi.

The form is as under :-
लेटेस्ट लाइफहेल्टा
(लाचीय कार्यक्रम)
लाभावल्की दिल्ली।

लाभावल्की केन्द्र दिल्ली
कार्यक्रम मुनने वाले विद्यालयों के लिए पंजीकरण प्रवेश

लेटेस्ट लाइफहेल्टा
लाभावल्की दिल्ली

महीना,

लाभावल्की के लाचीय कार्यक्रमों के संदर्भ में साध हमारे विद्यालय
नी भी श्रीला विद्यालय के स्थान पंजीकृत कर हैं तो हमें प्रशंसन लगी।

विद्यालय का नाम और पता : -

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- - - - - - - - - - - - -
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- - - - - - - - - - - - -
- - - - - - - - - - - - -
लाखखीरा है तौ कितने हैं?

लाखखीरा नक्सा?

लेखा निस लापरे नहीं है?

(हाल में/क्षेत्र में आदि)

विजेत विलाप?

- प्रशान्तर्थी

- विनार्क?
AIR Station, Trivandrum issues the following registration form to institution which desire to be registered as listening schools:

To

The Station Director,
All India Radio,
Trivandrum.

Sir,

With reference to your Educational Programmes for schools for the Winter, Autumn or Summer Term I shall be glad if you could register our school as one of the Listening Schools.

The required information is given as below:

1. Name of the school and address: ____________________
2. Total number of the pupils in the school: __________
3. Pupils in the 8th, 9th, 10th & 11th classes: ________
4. Description of the receiving set: ________________
5. Licence number: ________________________________
6. Extension Loudspeakers, if any: __________________
7. Description of the listening room: ______________
8. Teachers handling the broadcasts: ______________
9. Any other point: ______________________________

Yours faithfully
All India Radio Station, New Delhi sends an Evaluation Report Form to the principal of every listening school to be filled and returned to the officer concerned Aravani New Delhi from time to time.

It is as below:-
प्रश्न: प्रश्न के नये की प्रति
आवश्यकता के दिली
कार्य-क्रम पूर्णक के चर्चा का लागू
कृपया अपने उत्तर पर सभी का लिखने का लागू न करें।

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कृपया नाधापक

तिदुर्गानगर

विशेष सूचना :-

पुरातात्त्व क्रम की अधिक प्रतियाँ किन पत्र से भेजेंगे न ही अवश्य भेजें। इस पुरातात्त्व पत्र के अध्याय लिखके भी भेजें जायेगा। जिन पर लाक टिकट नहीं लगाना पड़ेगा।

शौर्य सम्मान अधिवारी
(कार्यकर्ता कर्म-कर्मी)
आकाशवाणी, नई दिल्ली
In order to make school broadcasts more effective it is very necessary to set up School Broadcasts' Listener's League. Mr. C.L. Kapoor suggests the following constitution and functions of the League.

13(a) "Every Station having a school Broadcasting Service may form a school broadcasts Listeners League.

(b) Members ---. The membership of the League will be open to listening schools on payment of an annual fee of Rs. 10/-. Every member school will form a member of Radio Clubs of its pupils. The members of clubs will depend upon internal facilities in the school, but normally a club may be of the size of one class and thus there may be several clubs in a listening school giving each group a field for organised listening and learning."

(c) The Station Director of the Station concerned will be the ex-officio Chairman of the League.

(13) Radio In School Education By Mr. C.L. Kapoor Published in 1961 (Pages 106 & 107).
(d) The Senior Officer in-Charge of school broadcasting service at the station will be ex-officio Secretary.

(e) The day to day administration of the League will be the responsibility of the Station Director.

(f) The League will have an Executive Committee consisting of the following:

(i) Station Director (Ex-Officio Chairman)

(ii) One nominee of the Director of Public Instruction or the Director of Education of the State served by the Station.

(iii) In consultation with the Director of Education or the Director of Public Instruction of the State, the Station Director will select five nominees of listening schools.

(iv) If the number of institutional members exceeds two hundred, there will be proportionate increase in the representation of listening schools at the rate of one for every additional fifty.
FUNCTIONS

1. The League will establish close liaison with listening schools and through them with Radio Clubs and will invite suggestions regarding the thought content and form of presentation of programmes. Evaluation report blanks will be sent to members to obtain their comments and suggestions.

2. The League will produce folders, pamphlets, picture charts, film strips and other visual aids and distribute them free or sell them at concessional rates, to members. It will also make recordings of outstanding programmes for loan to schools which have arrangements for play back.

3. Members will be entitled to the use of literature available in the Station Library on the planning production and utilization of broadcasts.

4. The League will open an account with the State Bank of India or with any scheduled bank and the ex-officio secretary will act as the treasurer.
5. The account will be operated by Station - Director.

6. The working of accounts of the League will be inspected by the Deputy Director General Inspection, who will submit report to D.G. AIR on the working and finances of the League. The Director of Public Instruction of the State will be kept in touch with the working of the League.

ASSOCIATE MEMBERS :-

7. Teachers, parents, educationists and educational administrators interested in school broadcasts, may on payment of annual fee of Rs. 2/- become associate members of the League. Associate Members will be entitled to receive imprinted publications of the League and will also give their comments on programmes, and suggestions and advice for their improvement.

There is no doubt that these leagues will prove to be of immense value in making school broadcasts play a fruitful role in the achievement of educational objects for secondary schools in India.
Mr. J.C. Mathur, Ex-Director General of AIR, wrote as early as in 1956 two exhaustive letters to all the State Directors of Public Instruction and Directors of Education, laying emphasis on the importance and utility of school broadcasts for improving and enriching the classroom teaching of the schools. He also requested them to solicit their active and wholehearted cooperation in this venture.

1st letter goes as under:

(14) AIR Circular to Schools
Government of India
Directorate General, All India Radio
Broadcasting House,
Parliament Street, NEW DELHI.

No. 3(8)P-3/56 Dated: 10th August 1956

My dear,

I am writing to seek your cooperation for the full utilization of school programmes broadcast by the All India Radio.

(14) Radio in School Education By C.L. Kapoor
Pages 110, 111, 112 and Paras 1, 2, & 3.
There has been so much emphasis on audio visual education recently that it is hardly necessary for me to stress the importance of education through the radio. I had the privilege of meeting some Directors of Public Instruction at the Unesco seminar on audio visual education held last year at Lucknow. We had then discussed both aspects of this question viz improvement of the programmes broadcast for schools and need for organised listening in the schools."

2. So far as the improvement of programmes is concerned, All India Radio wishes to make the programmes as responsive as possible to the needs of schools and to the advice of expert educators. You will be glad to know that Sri C.L. Kapoor, Retd. Director of Public Instruction, Punjab and the PEPSU, who has had wide and varied experience of education in different phases, has been appointed the Chief Producer of Educational Broadcast in the All India Radio.
Besides, we are going to appoint persons with practical experience of education and with aptitude for presentation of programmes as Assistant Producer (School Broadcast) at different stations. On the basis of experience gained in regions where school broadcasts have been a success some general instructions to the AIR stations are being issued and it is hoped that after these steps have been taken, there will be uniform improvement in school broadcasts all over the Country."

3. "Much of this effect, will, however, be of no avail if organized listening of these programmes in the schools having radio sets, is not arranged and if these programmes are not followed up by further discussions in the class rooms, group activities, written and oral exercises and occasional assessments of listeners. Whatever be the views of on general nature and maximum value of audio visual methods of education, it will be accepted on all hands that radio programmes could give to a large number of -
schools that are not fortunate in having teachers of uniformity in all subjects, the facility of lessons and talks by some of the best teachers and authorities on these subjects. Likewise, it will perhaps be conceded by all that carefully planned and presented radio programmes for schools do make a difference to the general knowledge of the pupils, so important in present day education. Thus, there is a strong case for treating school programmes as an integral part of the regular studies in schools. In any case, listening and follow up discussions of school broadcasts could be treated as part of social studies and general knowledge studies of the pupils and could be taken into account at the time of annual promotions and assessments."

"How exactly this should be done will depend upon the conditions in different states I shall be grateful if you could consider the following, among other suggestions :-
(a) Instructions may be issued to heads of schools to the effect that school broadcasts may be treated as a regular item of school routine and not merely as an extra curricular activity.

(b) Wherever, there are radio sets, organized listening may be ensured by drawing up a time table so that by rotation (or through internal relay system) classes might bear programmes under the guidance of teachers. Even where class-wise listening is not possible, radio clubs could be formed and credit could be given to the regular members of such clubs for the progress shown by them as a result of regular listening of the programmes. For every such club there could be a teacher sponsor."

(c) School managements could be asked to give allowances to teachers in-charge of organized listening by pupils, just as allowances are given to drill masters, scout masters, teachers in-charge of first aid etc.
(d) Short training courses might be arranged at schools and colleges with the assistance of the Local Station Director of All India Radio and the Director Staff Training School AIR New Delhi. At these courses, selected teachers could be given an idea of the techniques of school broadcasts and teaching through audio visual aids.

(e) The programme to enable schools to own radio sets for educational purposes may be speeded up and attempt may be made to encourage every High or Higher Secondary School to have a set.

Knowing, as I do, your interest in modern methods of education I have ventured to offer these suggestions and I shall look forward to having your reactions. Since the AIR is spending a considerable sum of money over educational programmes you will appreciate our anxiety to see that the expenditure is justified by the extent and manner of listening in educational institutions.
The Chief Producer of Educational Programmes,
Shri C.L. Kapoor will continue to be in touch with
you and will also be writing to you from time to time.

Thanking you,

Yours Sincerely,

J.C. Mathur.

To
All State Directors of Public Instruction
and Directors of Education.

The second letter of Mr. J.C. Mathur written
to State Education Directors is equally important
and replete with more valuable suggestions. It is
as follows :-
(2) Government of India,
Directorate General,
All India Radio.

No. 8(14)/58 P-3 Dated New Delhi, Feb 17, 1958

Dear,

You would recall that at the closing session
of the meeting of the central Advisory Board of
Education on February 7, 1958, I had the privilege
of speaking to the members about -

(a) the need of ensuring better and organised
listening of school broadcasts, and

(b) action to be taken for watching and improving
the standards of training and education in
musics."

Encouraged by the attention which the members
of the Board were pleased to give to my brief obser-
vations, I venture to write to you now in the hope
that the suggestions that I am giving below again
would be acceptable to you and that you would be
good enough to apprise me of any steps that you
propose to take in the matter:

(2) Ibid. Page 113 and Paras 1 and 2
3. BETTER UTILIZATION OF SCHOOL BROADCASTS:

On this subject I had proposed that the following steps might be taken by the State Govts.

(i) The State Government may in a circular letter impress upon Head masters of Secondary School that if they have a radio set for the school, listening to the school broadcasts of AIR should be treated as one of principal activities and should not be assigned to the recess or after the school hours. The school schedule should be so arranged that every class may get an opportunity for organised listening to the school broadcasts once a week. The staggering of the school broadcasts for the Middle and High School classes so as to ensure weekly listening, can be arranged in consultation with the Local Station-Director of All India Radio. In some regions, listening twice a week may be more practicable.

For organised listening, certain rooms will need to be provided with loudspeakers and booked for listening classes by rotation.
Also one of the teachers will need to be put in charge of supervision of organised listening and the subject teachers could be asked to attend to the discussions that may follow the broadcasts. Schools could also encourage formation of Radio Clubs and the affiliation of Radio Clubs to the nearest Radio Station.

(11) Considering the potentiality of the radio as a medium of education, you may like to suggest to your universities or Boards, about the introduction of the "use of the radio as a medium of education", as a subject for study in the Training Colleges. The Punjab University has already taken a lead in the matter and some other universities are thinking of doing so. At the same time refresher course for selected teachers from schools could also be arranged in cooperation with the Local Station Director of All India Radio and the Staff Training School of All India Radio.

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(3) Ibid. Page 114 and Para 1
(iii) Every Station of AIR which broadcasts school programmes, has in its possession a large number of scripts of useful educational material, tales, biographical sketches, plays, songs etc. on various subjects that would interest the child and the school. You may like to consider if a joint publication of some of this material could be possible between AIR and your Publication Department. We could work out the details if the idea is acceptable to you.

(4) Improving and watching the standards of Education and Training in Music --- on this subject, I had offered the following suggestions :-

(1) There are several institutions in practically all states which provide training in music. Apart from some well-known institutions in the country, the others are bodies without adequate supervision and control over standards. Some of these institutions are suspected to impart a very perfunctory kind of training and are in a sense misleading their pupils. It may be considered if the State Governments
might not appoint Inspection of Music Education who could visit these institutions and lay down certain standards and requirements.

(iii) Examinations in music are conducted not only by properly authorised Music Universities and Colleges but also a large number of self styled Parishads and Academies over the activities of which there is no control. Cases of bogus diplomas having being awarded have also come to our notice. Perhaps the State -
"Governments may like to set up separate Boards of Music Examinations, or may call upon existing Examination Boards to arrange for centralised supervision of examinations in music."

To the suggestions regarding training and education in music, I wish to add one more. In AIR we have found an increasing tendency on the part of young artists not to give sufficient attention to classical music. Even in the United States where -

(4) Ibid. Pages 114 and 115, Paras 1 to 3.
film music is extremely popular among young people, taste in classical music is promoted by educational institutions through concerts as well as play back of high class recordings. If such a taste can be cultivated at an impressionable age, the subsequent influence of cheap music is somewhat neutralized.

For the sake of preserving the rich tradition of our country, it seems necessary for us to take steps for promoting taste for good music among young people. We would be glad to broadcast special programmes of music for school students if we could be assured that organized listening would be arranged in schools and colleges."

5. I wish to apologize to you for inflicting on you this long letter, but I have no doubt that you would seriously consider these suggestions and favour me with a reply at your earliest convenience. I am asking the Local Station Director of All India Radio to keep in touch with you over this matter.

Yours Sincerely,

J.C. Mathur
Director General
In the above letter Mr. J.C. Mathur has really put forward very feasible suggestions regarding the utilization of schools broadcasts for improving class room teaching and creating a taste for our traditional music among the students.

In the beginning narrative form of school broadcast was very common. The following extracts of two scripts one of Australian Broadcasting Commission and the other of All India Radio, are the best examples.

1. **WOOL IN AUSTRALIA**

A programme For School In India Specially Produced by the Australian Broadcasting Commission.

Script By Richard Aspinall

(15) NARRATOR :-

Between the Indian and the Pacific oceans lies one of the great wool producing countries of the world- Australia. Its rolling plains and downs, beneath the sunny skies of the Southern Hemisphere,
carry nearly a hundred and thirty million sheep
and from those sheep comes half the world's supply
of wool. But, 150 years ago one could have searched
the whole vast Australian continent and found not
a single sheep. Let us go back in time to find why
Australia became the foremost producer of wool in
the modern world.

Fx :- Music up and slow fade away.

Narrator :-

In the year 1790 the Australian colony was
only two years old. It had been founded as a settle­
ment for convicts from England. For two years a
thousand men and women had been living half a world
away from their houses and cut off from all
civilizations. The tiny settlement was a collection
of huts and tents made from splintory bush
- timber and rotting door-yard canvas. This forgotten
little world ranged itself around a sea water inlet
on the east coast of a continent peopled only with
primitive native tribes and strong animals like the
hopping "kangaroo and wallaby and the tree-bear
"known as Koala."
FX Fade in as background bush sounds, particularly Kookaburra and also the sound of axe at work on timber.

Narrator:--

The thousand men and women worked as best as they could to carve a toehold for themselves on the edge of the vast emptiness, their puny efforts mocked by the Kookaburra the laughing jackass.

FX Sounds only for a moment or two.

Narrator:--

A few scraggy sheep brought from South Africa grazed around these huts of the first Australians.

Some cows brought by the same ships which brought the settlement, chewed the unfamiliar grasses.

But cows and sheep and men and women all looked drawn and haggard - and starved.

Cockney: - twenty four months, we've been here and there's no more food to eat than we brought from England.
Irishman: - Look at it! they call it a wee 's ration for a working man. Two pounds of bread more we evils than flour. Two pounds of rice so old the grains break in your fingers. Two pounds of salt pour more fat than lean. Cursed be this country and its rain and rotten soil - its no good for man nor beast.

Ex Music to End ------ ------

The above broadcast gives a clear picture of the development of sheep rearing profession in Australia. It also tells us how Australia became a prominent wool producing and exporting country of the world.

2. AIR also produced and broadcast a very interesting and informative radio lesson for schools in Australia. It is as under:

HOLY GANGES

( A Programme specially written and produced by AIR for Schools in Australia)
Script by Mr. C.L. Kapoor Read for accuracy

By J.C. Mathur I.C.S. Announcer. This is all India Radio presenting to schools in Australia a programme on the Holy Ganges.

Signature Tune

Music up and slow fade away.

Narrator: -

Between Australia and Africa, lies, the ancient land of India. On the north it is bounded by the snow clad Himalayas. As you move South, the land mass becomes narrower and narrower, forming a peninsula of immense size. By a series of coincidences, the destinies of India were placed in the hands of British for close on two centuries. Though now an independent sovereign republic, India is still a member of common wealth of Nations.

This country has the loftiest mountains and some mighty river systems. Today we propose to take you to this land on a pilgrimage to the Holy Ganges.
All the year round this sacred river attracts thousands of pilgrims from all parts of India. And on fairs and festivals their number is beyond computation. Once in twelve years, there is the Kumbh Festival, to mark the Hindu New Year, when million of devout Hindus have a dip in the holy waters of the Ganges.

"Rivers are the life blood of India. They throw up rich alluvium to form fertile basins. Long before the age of railways and roads transport, they linked up towns and made possible internal transport by rafts and boats and even by small steamships. To this day, timber lumbered from forests in the Himalayas floats down in logs and rafts to markets in the plains.

Vagaries of monsoons and frequent failure of rains make irrigation a necessity in India. And from times immemorial rivers have been trained and harnessed to irrigate the vast rich fields thirsting for a drink of water."
Legend and belief, history and geography have given to the Ganges a unique place in the life and thoughts of the people of India. To a Hindu the Ganges, mother Ganges - the mother of plenty, from whom all draw sustenance and to whom all must return as to a mother. For the ashes of the cremated Hindus from all parts of the world are consigned to the Ganges -- there to mingle with the ashes of others of their race and faith who have died before them.

It is believed that the water of the Ganges keeps over fresh. It is bottled and canned and taken to all parts of India and to other lands where Hindus live. The new born baby must have a drop of it to 'purify' his system to begin the great adventure of life and the dying must have a sip of it to make sure that he leaves his earthly remains clean purified by the magic of the cleansing qualities of this Heaven born stream.
Ganges is a mighty river. It flows from more than fifteen hundred miles before it joins the sea. It has a discharge of over two million cusecs. During the monsoons, it is, in places, more than four miles wide. You can hardly see the other bank. You see just a vast expanse of water an island sea as it were.

Enough of the introduction. Let's go to the Ganges. They say seeing is believing

That briefly is the story of the Ganges -- a mighty river system with which is interwoven the story of the ancient culture and the resurging civilization of a new democracy. How beautifully and successfully this broadcast painted the picture of sacred Ganges with all its religious, economic and social significances to its listeners in Australia as well as other parts of the world.
It is a well acknowledged fact that the school broadcast cannot be a grand success unless the teachers are well trained. With this view AIR Trivandrum conducted a short in service course for secondary schools teachers of Kerala in 1958.

It is as below:

1. **April 15, 1958**
   - **11.00 A.M.** Radio Method in Education
   - Talk by Shri C.L. Kapoor, Chief Producer Educational broadcasts AIR New Delhi followed by discussion

2. **12.00 Noon**
   - Play back of selected transcriptions of school broadcasts.

3. **3.00 P.M.**
   - Fundamentals of the Broadcast Chain. Engineer.

4. **April 16, 1958**
   - **11.00 A.M.** Educational Value of School Broadcasting.
   - Talk by Shri C.L. Kapoor, followed by discussion.

5. **12.00 A.M. to 1.00 P.M.**
   - Reading aloud of selected scripts and play back of selected recording.

6. **4.00 P.M.**
   - Choosing a radio by the Assistant Engineer and maintenance.
April 17, 1958.

7. 11.00 A.M. Planning and Production of school broadcasts. By Shri Kaini N.Kumara Pillai. Producer Educational Broadcasts AIR Trivandrum followed by discussion.

12 to 1 P.M. Play back of selected Records.

8. 3.00 P.M. Teachers role in school Broadcasts. Discussion led by Shri Rama Varna Appan Thampuran Kerala.

April 18, 1958

9. 11.00 A.M. Form of Presentation and School broadcasts. By Shri Kaini N. Kumara Pillai followed by discussion.

12 to 1 P.M. Play back of selected records.

10. 3.00 P.M. Listening to a School Broadcast followed by discussion.

April 19, 1958

11. 11.00 A.M. Integration of Tal- class projects & Kapoor, Chief other Activities Producer followed with school broadcasts by discussion.

12 to 1 P.M. Play back of selected Records.

12. 3.00 P.M. Training in speech. By Shri C.L Kapoor Chief Producer.

(17) Radio In School Education By C.L. Kapoor Pages 57-58.
13. 4.00 P.M. Questions from the teachers attending the seminar and answers by Shri C.L. Kapoor, Chief Producer, Educational Broadcasts and Shri Kumara Pillai Producer Educational Broadcasts and a member of technical staff AIR Trivandrum.

TRAINING OF PRODUCERS

(18) "Besides training of teachers, it is necessary to train those who work in the school broadcasting service of the stations -- Educational supervisors, Producers and Assistant Producers of Educational Programmes. In December 1987, the production personnel met together for the first time in Delhi for ten days to discuss the techniques of planning and scripting of programmes for schools as also their studio production. The seminar had the advantage of working under the direction of Mr. John Reed Asstt. Head of School Broadcasting BBC who had been invited by the All India Radio to conduct the seminar and to use available to AIR experiences of BBC in the field of School Broadcasting."
Another such course was held in Delhi from 20th to 25th April 1959. In this course, experience so far gained was reviewed and plans were prepared to schedule programmes for the whole year. It was decided in this seminar that each station should have a 'permanent provision' of programmes under titles which will not vary from year to year. The listener, will, thus be able to anticipate what to expect in programmes under the selected titles.

The titles are listed below:-

(a) People, Places and things.
(b) The family of man.
(c) This is my Country.
(d) A story without An End, The Story of Human Progress.
(e) Lucky Mistakes that Yield the Harvest of Rich Results.
(f) Adventure of Living together.

(18) Ibid. Page 59 and Para 1 and 2.
(g) Health Highway.
(h) Science And You.
(i) Scanning the Shores.
(j) They Too Have A Story.
(k) Stones speak.
(l) The March of India.

We all know and it is a very happy sign that some state Governments of our Country such as Andhra Pradesh, Bombay, Mysore, Himachal Pradesh, Rajasthan and Tamil Nadu have appointed Audio visual Education officers. Their main duty is to promote the quality of radio lessons. The Tamil Nadu Education Department has appointed a State Radio Engineer. His primary job is to advise institution on the purchase, installation and maintenance of radio receiving sets. This is really a very significant step towards the promotion of school broadcasts. In such measures the Uttar Pradesh Government is still for behind. It is true that it has appointed Educational Expansion Officer whose duty is a look after audio visual education.
But his other engagements leave him almost no time for it. Bombay Radio Station very frequently puts out broadcasts to schools on the "new syllabuses and how to tackle them. It is done with the willing cooperation of radio personnals experienced teachers and headmasters.

It goes along way improving that school broadcasts are playing a very significant role in realising the educational aims of secondary school education in our country. But there is much still much to be desired.

(d) The Pitfalls And Barriers In The Way of Radio Based Education And Measures To Overcome Them.

Radio based education has a number of pitfalls and barriers in its way. To begin with there is a strong competition of radio with more physically active games and sports. Generally we seem that major share of radio listening comes in the evening when pupils would not go out of the confines of their houses. Secondly there is a rivalry of radio with other types of desirable activities. Music lessons,
development of hobbies readings, family, social activities play a second fiddle because of the attractiveness of radio programmes to which the pupils feel they must listen. Thirdly there is an adverse effect upon the children of being emotionally stirred when there is no proper or sufficient out let for their emotions. Emotions serve the useful purpose of urging the individual to activity and when excited without suitable opportunities for action the child is likely to become nervous, over excited or to inculcate a habit of doing about problems which demand his immediate attention. In other words he, by and by loses his contact with reality and becomes a dweller of cloud lands.

Fourthly there are nations about people and mimic situations which the child forms due to the constant use of stereo types in the sub-standard programmes of the radio.
Fifthly there is an intervention of child's listening with the daily routines of the home life. Sometimes even the meal hours are shifted to avoid the favourite programmes being missed. Off and on bic-cerings occur among children in the family when they differ in their tastes for programmes.

Sixthly radio listening has strong effects upon vocabulary and speech habits of the children. A broadcast generally brings to the listeners disembodied voice coming from somewhere. They are mainly an experience in listening. There is perhaps nothing to occupy the eyes of the children. This deficiency can be made good by making the use of pectorial language.

(19) "Another apparent defect of the broadcast is that it is one way. You can not ask questions which may arise in your mind as you listen. You have no means of having your doubts resolved. You can not ordinarily speak back."

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(19) Radio In School Education By G.L. Kapoor Page 11 Paras 1,2.
These defects are not altogether incurable. A practised broadcaster established an intimate personal contact with the listener. He speaks to a large invisible audience but he speaks to each one of them. Besides, he feels the presence of an invisible audience, anticipates their difficulties and answers questions which are likely to be asked by the listeners. Opinions and views of the listeners are occasionally broadcast at the end of a series and questions from the listeners, too, are sometimes answered. These factors may mitigate, to a very great extent, the defects occasioned by the inability of the listeners to speak back. It may, however, be mentioned that "speak back" arrangements have been provided by the more progressive broadcasting organizations. The school broadcasting service of Australia for instance, has this speak-back arrangement."
"Another defect of the radio medium is that it perishes in the utterance. You cannot ask the broadcaster either to vary the pace of speech or to repeat it. This defect is largely met by the possibilities of recording on tape and disc and repeating it at leisure. Thus, the defect is, to some extent remediable."

But in our developing country like India, there is no speaking-back arrangement so far because it involves huge amount of expenditure.

It is also said that radio service cannot please all listeners at all times because educational levels, cultural attitudes and languages are so varied. Even when a listening audience is much more homogeneous than ours it is a must for listeners to be discriminating and to avoid listening to such lessons as are not meant for their specific tastes.

To provide good programmes, we need large and well designed studios and equipment to ensure good technical quality, enough finance to employ the best artists, audience research to find out which programmes-
to put out and which to cancel and a staff of well trained professional broadcasters, well conversant with all the possibilities of the radio medium and eager to use them to present useful and meaningful programmes. The number of studios in Delhi and some other important centres is too small to allow proper rehearsals, dubbings and other requisites of good quality programmes. In its absence many good programmes are either abandoned or poorly presented.

On account of the multiplicity of languages it is not possible to ask an outstanding broadcaster in one language to broadcast in another, and the funds available for programmes in general are so insufficient that for school programmes only very limited amounts can be spent. Hence AIR programmes are generally restricted to talks and can rarely introduce topics in the form of stories, features or dramas which have a much greater attraction and appeal.
India is economically a poor country. Radio sets and sound equipments of desirable standards are not available in schools. Therefore, teachers can't listen to broadcasts in their class room, without record and transcription players, they can not make use of educational recordings. In short it may be said that teachers who are sincerely interested in the educational possibilities of radio, can make only half hearted attempts to incorporate radio into their class room teachings. This problem can be solved by providing all the prequisites for radio utilization in the schools.

Every school as we now has its organisation, staff psychology, requirements and inhibitions. It is rather a full fledged entity with all its traditions, rules habits and prejudices. It can not put up with any external interference.
Teachers are generally reluctant to adopt a new technique. They become conventional on account of the prolonged habits of thought and action. They prefer to live by tradition. It often jeopardises educational methods with fossilisation in outmoded forms when it becomes a barrier to transformation. From the teachers point of view broadcasts in our country are sort of violent break in a teaching sequence.

The school syllabus is a coherent whole. It is properly graduated and gives for the whole session a carefully prepared time table. The total number of subjects is so large that time tables are generally over crowded. There is absolutely no time left for radio broadcasts. Finally the syllabus also does not develop along identical line in every institution. The same subjects are not taught at the same time and so there is always a certain proportion of staggering.
That is the hurdle which school broadcasting must make it a point to surmount. Despite all precautions, radio in our country, is still off the beat. It is available when it is not wanted and is quiet when required.

Our teachers do not have sufficient technical know-how regarding the broadcasts. Hence they often fail to fit broadcast in their class room teaching. Therefore, proper arrangement of in service training for teachers must be made at radio stations or institutions set up specially for the purpose. There are three main requirements for the task. Teachers should have a thorough knowledge of the matter taught, favourable listening conditions and means to follow up the school broadcasts. The necessity for desirable listening conditions demands preparatory work and build up on the part of the teacher, which can not be brought about at the nicest of time.
In case schools do not have room set apart for radio lessons, classes must take up listening positions, seats as near as possible to loudspeakers arranged in a semi-circle. After that teachers are expected to build up full interest in the broadcasts by announcing its subject recapitulating what has gone before and encouraging pertinent questions. When the school broadcast comes to its close, there comes the moment to put it to use. Teachers should have a good knowledge of radio idiom so that they may be able to point out the short comings of educational broadcasts and suggest remedy for them.

A willing cooperation between the radio and schools can be achieved by propaganda over the air, contact with teachers, publication of programme folders. Public opinion should be mobilised in favour of school broadcasts objectives of school broadcasts, programmes and resources must be explained clearly to the parents. They have to be told that -
the goals of radio and the schools are the same
and their intentions in the field of education are
pure and free from all political ends or interests.
Physical contact of radio experts and teachers, is
urgently needed. It can take place by visits, lectures
and letters. Teachers should be requested to visit
radio stations and radio personnels in their return
courtesy calls should visit schools. Teachers may be
asked to stage a broadcast so that they may have a
practical knowledge and experience of it. Contact
between radio and schools can very well be made
through programme pamphlets. Those pamphlets are to
be addressed to teachers, containing details of
programmes, their aims, serious articles on general
and specific radio lesson as well as discussions how
to use the service for practical purposes.
THE TYPES OF RADIO LESSONS IN VARIOUS AREAS
AND THEIR GRADING

The following are some of the very common
script forms which are adopted for school broadcasts.

1. The Straight talk.
2. Interview
3. Panel or Round Table.
4. Actuality
5. Quiz Bee
6. Class Room pick-up
7. Forum or Debate
8. Dramatization
9. Music
10. Demonstration Lesson.

All of these have their own merits and demerits.
A good writer can produce good script inspite of all
its theoretical limitations.

1. THE STRAIGHT TALK

This script form is very simple and popular.
It has many advantages. As only one person takes part
minimum rehearsal and studio equipment is required.
With the help of a well developed talk, a lot of information and knowledge can be imparted to the listeners in a short time. If the talker is a man of magnetic personality and can arrest the attention of the audience the talk becomes more valuable.

For small children, this method is a boon for they can easily follow the message given to them by a single voice. On the other hand if the voice of the talker is poor and his manners are ostentatious, the talk is a total failure. It is often seen that an experienced speaker finds it difficult to speak in a natural manner. Besides, controversial subjects cannot get full justice through this method.

2. **THE INTERVIEW**

This is a very important type of educational broadcasts. Men of outstanding personalities and well reputed experts can be brought into classroom. By raising questions the problematic situation is created and interest is aroused. It has the advantage of greater participation also.
The participants must have full command over the language and subject matter otherwise they will not be able to impress the listeners and add some ting to their stock of knowledge.

3. **THE PANEL OR ROUND TABLE PROCEDURE**

By presenting, debatable points, conclusions are drawn. Here we get an opportunity to bear the conflicting views of the authorities and arrive at our own results. If the number of participants is simple and the language used is informal and less the technical panel is bound to be productive.

4. **THE ACTUALITY BROADCAST**

This is also a very effective educational script. In it important events are broadcast from the very spot they occur. This approach has a clear emotional appeal Reality is present. Its shortcoming is that often too much time is wasted in unwanted details of events.
5. THE QUIZ BEE :-

It is a very stimulating and interesting programme. For school use, if the questions are duly connected with the subject matter, its adoption as supplementary device can be fully justified. It requires more time. Competitive aspect is often over emphasised and learning becomes incidental. This device is therefore, not very popular.

6. CLASS ROOM :-

In it the whole class is brought into the studio. The teacher conducts his class in the usual manner as if there were no microphones present and the studio were simply class room. Its main advantage is that it suggests what is being done in the common school room and hence it has a public relations significance. Its disadvantage is that it needs is big studio and minimum use of black-board is made because it can not be heard. It is a very costly and time consuming business.
7. THE FORUM OR DEBATE

It is most suited for adult education. For stimulating thoughts and presenting various points of view this device is really a grand one. It presumes that the mix audience have some back-ground of the subject which is going to be discussed. Often we see a tendency to present the case in an emotional rather than rational manner.

8. THE DRAMATIZATION

If the scripts are properly developed, the thoughts and feelings can be presented in a very effective manner. Dramatization can really lead to a great emotional satisfaction. Its demerit is that it takes much time impreparation and production. It is true that this method excites child's emotion. But all emotions are not equally desirable. Therefore, all emotional reactions must be guided if they are to be useful.
9. MUSIC :-

A popular organisation of educational material is that which is built round music.

10. DEMONSTRATION RADIO LESSON :-

It requires some activity both by class room teacher and pupils when they are engaged in listening to the radio broadcast. It stimulates more nearly a class room situation and makes demonstration lesson a practical affair. By synchronising the voice with the lantern slide or other visual aids, the approach gives various types of sensory impressions. It also makes a specific and definite application to a local course of study.

11. FEATURESATION :-

Radio lessons very often take the form of features. Featureisation gives programmes the quality of live experiences. Things are not only described. They reveal themselves in the dialogues and attitude of characters in the story or the life situation.
12. **USE OF STOCK CHARACTERS:**

Mr. C.L. Kapoor says:

(20) "There are other techniques of building up programmes for student listeners. Stock characters are created. You have a 'nowall uncle and two inquisitive children, a brother and a sister who keep pester ing the uncle with all types of questions.

Patiently, he answers their queries and resolves their doubts. Humorous situations are created to heighten the programme. All information and no fun make a programme dull, while lively humour in a programme adds to its listenability and gives the listeners mental footholds, as it were Radio programmes should have the quality of pleasing as much as of educating."

After examining different types of script forms it becomes necessary to see extracts and contents of some original scripts of radio lessons broadcast from various radio stations of All India Radio.

(20) Radio In School Education Page 26, Para 2
(21) For instance, a series of programmes was put out by the school broadcasting service of Delhi station to bring home to listeners in schools, the need and value of thought for others. To gain a clear idea of the way in which programmes set out to achieve these results, let us study the content of one of these programmes. The title of the programme was "Living together" and the situation depicted is outlined below; It was presented as a feature with different voices and appropriate background noises, and sound effects.

( A young couple leave their two daughters at home and go to pictures. Kusum quarrels with Lata and asks her to get out of the house. Lata takes her by word and goes out. Kusum gets worried and repents for her harshness. Lata is found out in a park. Kusum hugs her and promises to be nice to her in future. )

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(21) Ibid. Page 23, Para 3 and Page 24, Para 1
"A learning situation is thus created and the listeners share the experience which inculcates without teaching the lesson of restraint and thought for others."

It will not be out of place if we see some more scripts of radio lessons broadcast by Delhi Station of All India Radio for schools controlled and managed by Delhi Administration. They are as unders :-

1. Pre-Examination, Higher Secondary (Revision - Lesson) Topic "HINDI PRATHAM PATRA -PATH-I"

Prepared by Shri S.P. Povhriyal and Satish Povhriyal.

Date of Broadcast - 14.2.1977     9.20 A.M.
Date of Recording - 03-2.1977     2.30 P.M.

It is a straight talk on grammar. Sandhi and its different "inds have been beautifully discussed by giving examples of words used in our daily life. Sometimes the language has become a bit terse. But on the whole the lesson is successful.
2. **Economics And Commerce.**

Lesson For New Class X

Pre-Examination (Revision-I)  6.2.1977

**TOPIC : BHARTIYA ARTHSHAASTRA PAR ANGREJI SHASHAN KA PRABHAAYA**

**BY RAMJI LAL SHARMA**

P.G.T. COMMERCE

S.U.M. VIDYALAYA, ALIGANJ.

It is also a straight talk of considerable length. The speaker must have read it very fast in order to finish it within the specified period of time. Hence, the scripts should be of normal length so that the broadcaster and listeners may be able to do full justice with the lesson.

3. **P.C.P. COMMERCE I PAPER**

G.B.H.S.S. NO. 1

Topic Definition of Commerce, Business Organization.

**By Mr. M.C. Gupta**

It is in the lecture form. The speaker gives a number of definitions without caring to explain them so as to bring the pupils home the real spirit behind the words.
4. **Commerce Paper - II**

**Final Accounts**

Govt. Co-Education Higher Secondary School
Kitchner Road, New Delhi.

By Mr Hari Ram Gola

It is a long and tiring talk on the subject. The use of too many technical words has made the lecture all the more cumbersome. Attempts should be made to use simple and straightforward language.

5. **Partnership Accounts**

**Joint Stock Company's Account**

And Bills of Exchange.

Govt. Co-Education Higher Secondary School
Kitchner Road, New Delhi.

By Hari Ram Gola

It is a long lecture and there is hardly any attempt to sustain the interest of the students. It begins as under:

PRIYE VIDYARTHIKO,

**AAJ HAM JIN VISHTON PAR RAT CHEET KARENGE**

VAI HAIN :- Partnership Accounts

Joint Stock Company's Accounts

And Bills of Exchange.
This is not at all a good beginning. Coming to the topics straight way is a bad introduction. It fails to stimulate the minds of the pupils and they remain passive listeners.

6. School Broadcast No. 13 from AIR Delhi Station for Delhi Schools.

Date 6.10.1977  Time 18 minutes

Topic Mon. Bin Tughlnet (in Urdu)

EK HUGHARAT KA PANEH

Feature Programme

By- O.P. Arif.

It begins as under:-

MERAD AUR MAUSHIJI - PACHKI AHAT

MENRUN ARE WAH RAMESH UNGHNE AS LIE KYA ACHHERI JAGAH DHUNDHI HAI TUNNE (RAMESH JAISE SOTE KE JAGA NO) OH TUM KAHAN AS A TAPKE. HAI TO AMBI SALTANAT HEIN PAKUNCHA HUA THA. KITNA AZHEB SEEN THA, JO BHANG KAR DIYA TUNNE.

MENRUN - BUDHUDHU MIYAN AITAB AKOLI HAI TO ANKHEN BHI KHULI NAHAIHO AUR DIMAG BHI. EH SONE LETANE AS DIN MAHIN.
It is a good feature programmes. It throws much light on the glory of Qasimuddin and Mohd. Tughluk. The conversation takes place between Ramesh and Peter, Barni and Batuta. It ends with the words of Ramesh:

RAMESH SULTAN MOHD HIM TUGHLUCK SACH MUCH BUKHARAT THA BHI PARELI THA.

7. School Broadcast Page (6)
Date 27.11.1976
Subject English (On Writing good Composition)
Written By Shri S.M. Sharma

It is a straight talk. It runs as under:-

(Page 6 Paras 2, 3, 4 and 5).

In order to write a good composition, we make an outline first. We note down the various points in a proper order. We choose the right words and expressions. Then we write down these ideas in different paragraphs. We take care that the spellings of the words that we use, are correct.
In case of any doubt, about the spellings or the usage of a word, we consult dictionary.

"Well today, we will write a composition on

"What we do In The Recess Period In Our School"

"Before we make an outline for this composition, let us listen to some questions that come up in our mind about the recess period or the Lunch Brea' (as some people call it) Now listen to these questions and think about their answers.

When do you have your recess period?

Do you wait for the period, if so why?

Ting Ting Ting, the bell rings after the fourth period. What does it mean to you?

Is there any noise when the bell rings?

Do students go out in a line? ect."

This is a good introduction. It enables the students to exert their own mind to answer the questions.
8. School Broadcast on Social Science (History)

Date 29.11.1976

Topic Leaving Home By Siddharth.

It is in the lecture form and opening lines are :-

BACHCHO AAJ MAIIN APKO (SIDDHARTH KA GRAH TYAQ)
PATH KE BARE MEN KUCHH BATAMA CHAHUNGI.

The speaker has tried to elaborate his talkin a free fran- and natural style. She describes the facts of history in such an interesting manner that the listener's attention never flags even for a moment.

9. School Broadcast

English Talk

By- Kulbir Kalia

Date of Recording 12.11.1976

Date of Broadcast 20.11.1976

Time of Broadcast 10.15 A.M.  5.20 P.M.

Participants :-

Presenter

Students : Anil and Sudha

Content : The Poem "A Spring Morning"
The talk takes place between Presenter Anil and Sudha.

Presenter puts questions. Sudha and Anil answer them as:

Presenter - How many seasons are there?
Sudha - There are four seasons sir.

Presenter - Can you name them Anil?
Anil - Sir, the four seasons are - Summer, Autumn, Winter and Spring.

Presenter - Which is the best season?
Sudha - Spring is the best season.
Anil - I too thin' Spring is the best season.

Presenter - And why? Why do you thin' spring is the best season?
Sudha - Because there are lots of flowers.
Anil - It is neither too hot nor too cold in spring.
Sudha - The weather is always fine.
Anil - There are new leaves on all the trees and bushes.
Pr«Mnt«r  - You are right. How do the birds feel in springs?

Sudha  - Birds feel very happy. They sing song and fly about merrily.

Anil  - Sir, Animals too feel very happy in spring.

Pr«Mnt«r  - But is there any thing special in spring?

Sudha  - My uncle told me sir, that the English spring is really fine. In Winter it is really very cold over there and there is very little of sunshine. So when spring comes, it is sunny and pleasant. People feel very happy.

Pr«Mnt«r  - Good, your uncle told you rightly Sudha. Now let us read the poem. " A spring Morning." Its writer is William Words Worth. He was a great English poet you "now.

NOW LISTEN
A SPRING MORNING

There was a roaring in the wind all night,

The rain came heavily and fell in floods;

And now the sun is rising calm and bright,

The birds are singing in the distant woods;

Over his own sweet voice the stoc'd dove broods;

The joy makes answer as the magpie chatters;

And all the air is filled with pleasant noise of waters;

All things that love the sun are out of doors;

The sky rejoices in the morning birth,

The grass is bright with rain drops on the moons;

The here is running races in her mirth.

And with her feet she from the plashy earth;

Raises a mist, that, glittering in the sun,

Runs with her all the way, wherever she doth run.

Sudha - It is a beautiful poem Sir,

Anil - I almost thought it was spring.

Presenter - Yes Words Worth really builds upon atmosphere of spring. Now let us read the poem again and hear the sounds that the poet lived so much.
Presenter - Class I hope you have enjoyed the poem. Good bye.

This is really a very beautiful way of presenting the poem on the air for listeners.

10. School Broadcast

Class VII  Topic  RASHTRAPATI AUR UP-RASHTRAPATHI

Recorded on  27.10.1976

Broadcast on  3.11.1976

Writer  Smt. Krishna Matyal

UPSHIKSHADHIKARI CHHETRA 11 BALIKA RAJENDRA
NAGAR.

It is in the narrative style by the teacher.

It goes :-

"PYARE BACHCHO AAO AJ HAM APNE DESH KE RASHTRAPATI TATHA UP-RASHTRAPATI KE NIRVACHAN,
ADHIKAR, KARYA ADI KE VISHYA MEN KUCHH GYAN PRAPT KAREN.

ACHCHHA BACHCHO, BATAO KY AUKAL APNE RASHTRAPATI VA UPRA RASHTRAPATI KAUN MAIN. RASHTRAPATI FAKHREDDIN
ALI AHMAD MAIN AUR UPRA RASHTRAPATI SHRI B.D. JATTI."
This is not a good beginning because teacher herself puts the questions and answers them one by one without taking the help of students.

11. School Broadcast For Class VII

Date 10.11.1976

Tape No. DC/5076/D

Duration 14 minutes

Topic -

This introduction is big, lacks student's participation and savours of monotony.
12. School Broadcast For Class IX English

Date 13.11.1976
Time 10.36 A.M.  5.20 P.M.

The broadcast begins thus:

Hello Students,

In today's class we shall take up the chapter "The Discovery of Penicillin" of your English course Book. But first listen to this music.

Boys - Good morning Sir
Teacher - Good morning boys

Boys - Thank you Sir,
Teacher - Well boys sometimes you might have thought it strange how the milk turns into curd. Do you know its reason? Many of you might have read about it in your biology class. Bacteria cause milk to turn into curd which we take daily with our food or otherwise. Bacteria are very small living things in the air, water and ground. Some bacteria are not harmful while some are harmful and cause diseases. Then bacteria are so small that we cannot see them with our naked eyes. These can only be seen through microscope."
This lesson has been developed in question answer form. It seems that the class has been shifted to studio and the lesson goes on in a natural manner. The participants in the development of this lesson are teacher, Sethia, Rash and Bhalla etc.

AIR Patna Station also put out a series of school broadcasts for the term January - May 1958. The object of every series is briefly indicated. Titles of programmes have also been listed thus :-

(22) 1. Architectural Styles :-

A series intended to acquaint the listeners with different styles of architecture evolved in different periods of Indian history.

(a) Buddhist Style
(b) Jain Style
(c) Mauryan Style
(d) Gupta Style
(e) Nagar Indo Aryan and Chalukyan styles
(f) Afghan style
(g) Mughal style
(h) Influence of European architecture
(i) Modern style-functional and utilitarian.
2. **OUR FESTIVALS** :-

This series aims at giving the listeners some idea of the origin and significance of festivals and the way they are celebrated in different parts of the country.

(a) Basant Panchami
(b) Shivaratri
(c) Holi
(d) Ramnavami
(e) Birth day of Lord Mahabir
(f) Good Friday
(g) Idul Fitar
(h) Birth day of Lord Budha

3. **STORIES IN ENGLISH VERSE**

The series of featured talk is intended to present stories from English verse. The following series would be featured :-

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(22) Radio In School Education By C.L. Kapoor Pages 31 to 35.
(a) Lord Ulin's Daughter, (b) The Pied Piper of Hamelin, (c) Sohral And Rustam, (d) Bishop Hatto, (e) John Gilpin, (f) Lucy Gray.

4. **SCENES FROM RAMAYANA**

The purpose of this series is to bring out different aspects of the character of Shri Rama, (a) Shri Ram and Kaikesi (b) Shri Ram and Dashrath (c) Shri Ram and Laxman-I (d) Shri Ram and Laxman II

5. **GREAT SCIENTISTS AND THEIR ACHIEVEMENTS**

Important inventions and discoveries made in 19th and 20th centuries will be covered. (a) **Eugene Soubiran**: Chloroform (b) **Long**: Anaesthetic Ether (c) **Darwin**: Origin of the species (d) **Lister**: Antiseptic Surgery (e) **Issac Newton**: Gravitation. (f) **Pasteur**: Microbes. (g) **Baird**: Television (h) **Fleming**: Penicillin
6. **SCIENTIFIC EXPLANATION OF SIMPLE PHENOMENA**

It aims at explaining scientific principles involved in some of the ordinary occurrences of every day observation.

(a) What makes a bee hum?

(b) Why do the stars twinkle?

(c) Why can not fishes live on land?

(d) Why do birds not fall to the grounds?

(e) What makes a kite fly?

(f) Why do spiders not get caught in their own webs?

(g) What makes the balloon fly?

7. **United Nations and the Specialized Agencies.**

This series aims at giving an account of United Nations and its specialized Agencies:

(a) United Nations
(b) ILO
(c) FAO
(d) UNESCO
(e) WHO
(f) UNICEF
(g) ESCOS
(h) BCAFE

8. **BASIC INDUSTRIES OF INDIA**

It deals with the location, output and potentialities of the more important industries.

(a) Cotton Textiles
(b) Iron and Steel
(c) Jute
(d) Sugar
(e) Paper
(f) Silk
(g) Wool & Woollen Textiles
(h) Cement
(i) Coal Mining.
9. RECREATIONS:

It includes discussion on activities for leisure and comprehends, Stage-acting, Story telling pen - friendship Sketching magic trick-s, photography, word building observations and exercises.

10. MAJOR PROJECTS IN BIHAR

It includes talks on Bo-aro's Thermal Power Station Kosi Project Ganga Bridge.

11. SOME SANSKRIT PROVERBS:

This series of broadcasts is intended to explain and illustrate sanskrit proverbs indicating good habits.

(a) Face calamity with patience, display for giveness in prosperity.

(b) A lover of books becomes learned.

(c) He who causes sufferings to other is sure to suffer himself.

(d) Intelligence is strength.
12. **SPEECH TRAINING IN HINDI**

(a) Vocalisation of letter sounds
(b) Vowel sounds
(c) Consonant sounds
(d) Accentuation
(e) How to pronounce letter and words.
(f) Modulation in speech

13. **CAREERS FOR SCHOOL LEAVERS.**

(a) Medicine
(b) Education
(c) Engineering
(d) Mechanical trades

14. Stories,
   (a) Rana Sanga
   (b) Rana Pratap
   (c) Shivaji

15. School Magazine

16. Debates

17. Quiz Programmes

18. The Radio Teacher:

The radio teacher will answer questions asked by student listeners.

19. The week in Retrospect

20. They serve the country
    The sailor, The Soldier
21. Story behind the head lines.

22. Community singing

"The schedule was reviewed by the Chief Producer of Educational Programmes at Directorate General AIR. He offered the following comments and asked the station to incorporate the suggestions before finalising the schedule.

Comments And Suggestions of the Chief Producer General.

"In preparing schedules, thought should be given to one point, viz that the subjects selected should be amenable to radio medium. Broadcasts which need elaborate visual support should, as a rule, be avoided. In selecting talkers, care should be taken to see that only those having first hand knowledge of the subject are commissioned. Broadcasts by persons, who draw all their knowledge from books, cannot be very convincing and will not make good listening.

Specific Criticism of Series.

Architectural Styles.
The range of the series is a bit too wide. Listeners will not find it easy to follow, much less to retain the subject matter. A series of this type unless supported by ample visual aids, has not much chance of success. If the station can produce folders giving pictures, illustrating different styles of architecture, the series may be retained, otherwise it may be deleted. Listening alone will not give the students any idea of the different styles of architecture. The number of broadcasts in the series may be reduced with considerable advantage. It will be difficult to sustain interest in this series if it extends over nine talks. The first three talks it is suggested, may be combined into one, so may be 6th and the study may be made comparative. Similarly the 8th and 9th could also be combined. That will bring down the number of broadcasts in this series to five and make each broadcast more compact and self contained. It will also facilitate selective listening.

Ibid. Pages 36 Paras 1, 2, 3 Page 37 Paras 1, 2, 3, 4, 5, 6 Page 38 Para 1 Page 39 Para last.
Among talkers listed there is no architect. It is suggested that a competent architect may be looked for the broadcasts. It should not be necessary to distribute broadcasts in the series among a number of different broadcasts. That will make for over-lapping, which should be avoided, and there is also the risk that if attempted by different persons, their viewpoints may not always agree.

STORIES IN VERSE

"For the success of this series, it will be necessary to book a person having a cultivated radiogenic voice. The broadcast should be related to creative activity at the listening medium and the stories may be dramatized by listening schools, and schools may be encouraged to send dramatized version of the story. The best attempt may be put on the air in the next term."
"The passages and poems selected have not been indicated. This should be done immediately. In their absence it is difficult to offer criticism and opinion. The programme should be pre-recorded after thorough rehearsing. It should be entrusted to a person with sound knowledge and training in phonetics."

"The broadcast may be confined to 'Science in the service of Medicine and Surgery.'"

**UNION PARLIAMENT**

"The broadcasts on the working of Parliament could be featured. You could have a mock session of the Parliament, or you could introduce a recordings from the speeches of a few parliamentarians and make it a sort of actuality programme. Transcriptions could be supplied by the Headquarters."
RECREATIONS

"This series will not be easy to put across on the radio, particularly, the first two and the fifth, on "Magic Tricks". It will be necessary to recast the series. It would be wise to leave them out altogether.

SCIENTIFIC EXPLANATIONS OF PHENOMENA

"This title may be changed to 'How and why of things. It is always good not to appear pedantic.

OUR MAJOR PROJECTS IN BIHAR

"Series of this type may be fitted into larger perspective of the country as a whole. We may take flood control, and irrigation projects of India and include those of Behar as well. That will incidentally promote a wider vision and a more correct perspective. Listeners should be enabled to see the picture of the country as a whole and not merely as of a collection of states, in a state of comparative isolation."
SPEECH TRAINING

"The broadcasts should be pre-recorded of course, after repeated and careful rehearsing. If they turn out to be really good, they can be put out by other stations as well."

Community Singing

"Songs should be selected and their texts given. They should be set to music and pre-recorded."

The Next Step

"The station then proceeded to the printing of the pamphlets. Some station bring out two and some three pamphlets one each term. Patna station was not able to send pamphlets to the schools well in time.

The pamphlets also contain, among other things Hints for Effective Listening and suggestions for follow up work. Book lists for further reading are invariably added. Lists of films and film strips to support the sound broadcast, are frequently given. The pamphlet contains a few diagrams and illustrations but written matter predominates."
The school broadcast pamphlets are sent to listening schools free of charge. For some times the practice was to send them to the Education Directorate for distribution. With the registration of schools by stations, the pamphlets are now mailed, direct to registered schools. The whole question of supporting literature to back sound broadcasts is being examined and a plan to put out copiously illustrated folders, supporting different series and separate notes for teachers is under consideration. Planning of schedules for the whole year will soon replace the current practice of termly schedules."

Thus we see that the school broadcasts of Patna Radio Station go a long way in increasing the general knowledge and understanding of the pupils. But they are not directly related to class room teaching of the schools. Let us hope that the education authorities of Behar State in collaboration with radio personnel will try their best to bring radio lessons into class room of the schools in near future.
Tamil Nadu - Tiruchi have been broadcasting a series of programmes on Good English. The following extract will give some idea how the programme is prepared and aired.

(24) **GOOD ENGLISH - ADJECTIVES**

Teacher - Today I am going to say something about 'Adjective' You all know what an adjective is, don't you? well, can any one give me the definition of an adjective?

Yes You.

Student An adjective is a word to describe a noun.

Teacher Yes. Good. Can you now give me an example or two, just to show we know what we are talking about?

Student A good boy, A fine day. The sun is hot.

Teacher Good Good; Is that an adjective? Yes, well, what word does it qualify - well, grammarians say when it is used like that it used absolutely or you might say it means, your answer was good.
In this programme exact class room method has been followed. There is always a risk of spontaneity being sacrificed at the altar of quality.

School broadcasts are also put out from the All India Radio Station Hyderabad in a regular manner. A few extracts from the script of radio lessons will bear a full testimony of the standard and form of broadcasts.

1. Radio Lesson in English For Class X 1975-76
Lesson No. 21
Date of Broadcast 2.2.1976
Time 2.10 P.M.
Duration 19½ minutes
Tape No. CINFL/HU/92/10/21
Topic Sma'-es
Participants are Maggi, Dic'-, Omara and Ranjan
Narrator initiates the discussion. It begins as :

Narrator Hello, every one : Today's lesson is about sma'-es in which you will hear two Indian students and two foreign students talking about sma'-es. The Indian students are taking the foreign students around on a tour. And some where near Hyderabad
they saw a bangle seller. The foreign students bought some bangles and the bangle seller left.

Listen to the students talking. The foreign students are Die- and Maggie. And the Indian students are Omara and Banjan. The first voice you will hear is Maggies.

Maggie: Thanh- you very much, Omara. This is only the second day of our tour and we have already seen something of real India.

Omara: You mean the bangle seller?

Maggie: Yes, I do, was not be marvellous. Why don't you write an article about him Die-?

Die-: Why don't you write one

Maggie: I'll write one about the bangles later on.

Die-: Why later on?

Maggie: Because I have not collected enough bangles yet.

Die-: And have I collected enough bangle sellers?

Maggie: Come on, Die- This is not a joke, we have in India two days already and one of us should write something.
Dir: And you have appointed me to do the writing while you enjoy yourself in the sunshine.

And that is a joke, if I may say so.

Omana: But you know, Maggie, he's already written the article and it probably needs only some touching up. He was writing furiously while we were talking with the bangle seller.

Maggie: Was he really? That is why he was saying nothing most of the time. But how surprising I did not see him write anything.

Dir: Of course you did not. You would not take your eyes off the bangles. Well what shall we do next?

Omana: As Ranjan, here he comes, probably with news of an altogether different types of bangles.

Maggie: A different kind of bangles.

Ranjan: Well, they are bangles, you would not care to wear.

They shall be too much alive.
Yes, and the Hindu god Shiva is supposed to wear them.

Maggie

Oh, snakes; I have seen pictures of Shiva with snakes coiled round his neck and wrists.

And have not they ever bitten him.

They may have, but then, they were wasting time and their poison because gods do not die.

This is really a good introduction and exposition of subject matter has also been made in a beautiful and convincing manner. The lesson comes to its end as follows:

And so the conversation goes on but we have no more time to listen to it.

So that will have to be all for today.

And now till next time good bye.

Listeners good bye.
Lesson No. 24

Date of Broadcast 23.1.1976

Time 2.10P.M.

Tape No. CIEFL/RU/9/24

Topic "Lucy Gray (Part -2)

The lesson starts as :-

Narrator Hello, everyone, what was the story in the last radio lesson?

I Lucy Gray. What a sad story; why have they put such a sad story in our text book?

Narrator Well, why do poets write such sad stories?

R Because such things happen, I suppose. But who wrote this poem?

I Don't you remember who? It was William Words Worth. Did not you listen to last week's lesson?

R No I did not, I did not come to school last Friday.

I Well, it is good that you are present today. There will be a conversation is today's lesson.
Narrator  A conversation between Words Worth and Lucy Gray.

R       A conversation between Words Worth and Lucy Gray? There is no such conversation in the poem.

Narrator  You're right. In the poem the poet just tells us that he saw Lucy Gray once.

"When I crossed the wild, I chanced to see at break of day, the solitary child."
That is what he says.

R       Then where has the conversation come from?

Narrator  From the radio teacher's head. I suppose.
when Words Worth and Lucy Gray met, they must have talked, do not you thin?"

The conversation goes:

Poet  Why are you playing by yourself little girl?

Lucy  Why do you ask me that? Must I not play when I am by myself?

Poet  Of course you may. But where are your playmates?

Lucy  My playmates?
Yes, your playmates, Are not there other children who play with you? Where are your brothers?

I have no brothers.

Wont your sisters play with you?

But I have no sisters.

Go and play with your friends then.

Who are my friends?

The children in other colleges.

But this is the only college in this moor.

And mummy and Daddy and I are the only people who live here.

What is your name little girl?

Lucy Gray. And who are you?

My name is — My name is Words Worth

William Words Worth.

Thus the talk between the poet and Lucy continues and finally ends as under:

A voice "That is the story, Listeners."
Another voice - But Lucy Gray still lives on the moor, you know. And she often runs happily across the moor 'ic'ing up the powdery snow.
And as she runs, she sings a song, which whistles in the wind.

**SONG**

This radio lesson is well designed, beautifully prepared and successfully put out for the students of secondary schools in the State.

3. School Broadcast

Radio Lesson In English For Class VIII 1975-76

Date of Broadcast - 20-1-1976

Lesson No. 23

Time - 2.10 P.M.

Duration - 18.40 minutes

Recorded on 17.1.1976

Tape No. CIIPL/NU/40/8/23

Title - SAMKRANTI

The lesson begins :-
Narrator: Hello, everybody. What was the holiday you had on the 16th?

2: Sankranti, Ma-ara San-ranti.

3: We call it 'Pongal' in the South, Thai Pongal.

Narrator: Ma-ara San-ranti or Thai Pongal.

2: I do not know why we celebrate it, but I can tell you how we celebrate it.

Narrator: All right, how do you celebrate it?

3: We make Pongal and eat it.

2: And we give everybody laddus made of this. But what is Pongal? What is made of?

How is it made?

3: Don't you know what Pongal is? Well its made of rice, green gram, brown sugar cow's milk. -- But I am not the one who should tell you what Pongal is made of or how is it made. My mother will tell you all that if you come home and she will also show you what it is like and how it is made. And then you can eat it and see what it tastes like.
But is this all you do to celebrate San-ranti?

Just sit down and eat Pongal? Tell us how you celebrate the day from the beginning.

We also give our cows and bullock a holiday; we give them bath and paint their horns in flowing cloths. We give them plenty of food and no work.

We get up early in the morning and have a bath. Then we watch our fathers as he does surya Puja.

Now why does he do surya Puja on San-ranti day.

I do not know I shall go home and ask him why he does it.

But I can tell you why surya Puja is done on San-rati. It is because the sun begins his 'Uttarayana'. He starts to move north.

He starts to move north. But the sun does not move. It is the earth that moves. That is what my science book says.
But San-ranti celebration began before your science books were written. And although it is the earth that turns round, we still say that sun rises and sets do not we?"

In this way the conversation continues and ends as under:

Narrator "Yudhisthira called all his subjects together for his birthday celebrations. The gathering was very large indeed but every one ate enough for three days. The happiest man was Bhima. He was very fond of eating. He loved laddus, jilabis and what not. His pleasure was indeed difficult to describe but perhaps easy to imagine. Now the news of the inexhaustible vessel spread far and wide and people began to gather together in the forest in thousands. Then one day it was Duryodhana's birth day. He invited all his people for the celebrations but only a few turned up for the feast. All the others had gone to Yudhisthira to the forest."
This radio lesson has been designed on scientific lines and deserves our laudation well.

Thus we arrive at the conclusion that many AIR stations are putting out radio lesson covering different areas of education in a systematic and regular manner. They are both up to the mark and effective to a considerable extent.

WORK DONE BY DIFFERENT AGENCIES IN THIS FIELD AND THE RELATED ONES BOTH IN INDIA AND ABROAD

There are three major developments in the field of broadcasting. They are Frequency Modulation (F.M.) TV and Facsimile broadcasting. In India the use of Frequency Modulation for educational purposes is still in its initial stage. But in USA there are 105 radio channels available between 550 and 1600 kilocycle on the conventional dial. These days there are about 970 stations using these channels.
FM channels are free from overlappings and interferences which are very common in Amplitude modulation (AM) channels. Referring to the utility and safety of MF Ms. William B. Levenhson says: -

(26) "FM station on the other hand, broadcast in the upper region of the spectrum where there is more room. Each FM station has been assigned in a 'room way' 200 kilocycles wide or 20 times wider than a conventional one. Only 75 percent of these channel widths need be used for the program thus leaving a safety zone between the adjacent channels to guard against overlapping. The net result is that technically hundreds of FM radio station can be established throughout the country without necessarily causing interference."

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(26) Teaching Through Radio By William B. Levenhson
Page 444,45 Para 5 (June 1945) New York.
Television is a very significant advance in the field of technology. Through it sound, sight, motion and actuality are placed at the service of the teachers. It is a costly affair meant for advanced countries only. TV brings to the people in their homes a complete means of **television**.

**Instantaneous participation in the sights and sounds of the whole outer world.** It is more realistic than even the motion pictures because it projects the present instead of the past.

**FACSIMILE BROADCASTING**

This is another technological progress in the domain of education. Mr. W. E. Levenson says:

(25) The term "facsimile as used in this sense can be simply defined as the broadcasting of printed material. Live television, it has to do with sight, but, unlike television, it leaves a copy of the original material which can be referred to at any time.

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(26) *Teaching Through Radio* W. E. Levenson
Page 459, Paras 2, 3, 4, 5 & 6.
"The operation of facsimile broadcasting is analogous to that of regular sound broadcasting. At the sending end, instead of employing a microphone to pick up sound waves, the facsimile system employs a photoelectric cells or electric eye, to pick up the variations in light waves reflected from graphic copy (such as pictures, text, maps or drawings) that is being scanned by the electric eye. These electrical impulses are amplified and transmitted through standard broadcast transmitters."

At the receiving end the facsimile signals are picked up by the radio receiver, but instead of being used to produce sound waves through a loud-speaker, they are made to actual the printer mechanism and produce black and white half-tone marks in accordance with the original material at the transmitting end."
"Thus the owner of a facsimile set while listening for instance, to a cooking school program can also receive copies of the recipes by facsimile. A talk on new dress can be illustrated by photographs and even patterns which can be used later. A news commentator while discussing world events can supply his listeners with maps for reference. Numerous other uses are apparent. The written material is reproduced on a roll of paper which has been placed in the facsimile unit."

"In accomplishing this wireless printing various reproduction systems have been used such as photographic, the electro chemical and the carbon paper printer methods. It is likely, however that teacher's chief interest is not in the techniques used but in the possible applications to the furtherance of education."
In a poor country like India, the facsimile broadcasting is still in the imagination of the radio and education authorities. Due to facility of funds, it has not yet seen the light of the day. But in advanced countries like USA, Canada, Australia, West Germany, France, Japan, and U.K., facsimile broadcasting is full in vogue.

Radiovision programmes are more useful and relevant than TV programmes as far as the situations for language teaching are concerned. Radiovision is a radio broadcast or a tape recorded programme going with still slides projected at suitable stages according to the queue given (and as a big or a whistle signal 14.4.

It is also a very expensive method of teaching. In our country, it has not yet been introduced even in metropolitan towns. While using the following precautions must be taken.
1. Ensure that the quality of recording is up to the mark.

2. Complete darkness is not necessary for projection purposes. A daylight screen is a good alternative. But quality of picture for some viewers may be ruined if due care is not taken to prevent rays of sunlight entering the room.

3. Make sure that every viewer has a clear view of the screen.

4. The first viewing experience should be quite satisfactory so necessary preparation must be made beforehand. Do not stop the tape during the programme lest the interest of the listeners should flag.

5. Have the tape recorder or the loudspeaker near the front of the class and near the screen so that the sound may come from close to the picture.
Radio workshop is really a place where we get a programme ready. It is a kind of laboratory for experimentation, training and practice in broadcasting techniques as well as educational courses of study. Students benefit much from the creative aspect of workshop activity. For instance school workshop gives stimulation for many types of speech work, aiming towards clarity and effectiveness. By it pupils gain knowledge, confidence understanding, critical judgement, interest in writing and ability to work with others. For school the workshop has a medium for moulding school opinion and getting educational activities backed. Inspite of all its usefulness there are very few countries which can claim to have well organized net work of radio workshops. All India Radio is actively thinking in this direction.
Wire broadcasting is a method of bringing radio programmes to our homes. Just as in a telephone system houses are wired by the private or public agencies and a monthly subscription is charged for the programmes provided. If can easily be introduced in cities where the cost of wiring is comparatively low.

This system is really a boon for our own country because radio sets due to their high prices, are not possessed by all. With this view the All India Radio (AIR) on experimental basis surveyed the areas of Lodi Colony, Karbala, Aliganj, Thyagaraya Nagar and Kasturba Nagar and introduced the service in these areas but due to apathy of subscribers the scheme almost ended in smoke. It was because the revenue was Rs. 40,000 in the year 1965-66 against the estimated cost of Rs. 60,000. Unless the service is given full and wide publicity it is bound to suffer a loss.
United Kingdom has issued licence to some companies to use selected BBC programmes on wire for subscribers on payment of a reasonable fee to the Post Master General. The responsibility for maintaining the connections in good orders is that of the licence holder. There are about 10,00,000 subscribers as against 1,00,00,000 radio receivers.

In our country Andhra Pradesh was perhaps the first to introduce this system in its ten municipalities as early as in 1947. It wanted to extend wire broadcasting to domestic subscribers in 1956, but Ministry of Information and Broadcasting did not give a green signal. Any way this system because of its utility and economy deserves full attention of the authorities and agencies concerned.

In addition to these educational films, recorded lessons on various subjects, micro films, also can go a long way in improving the learning and teaching procedures in our schools.
Therefore, all government and voluntary organizations and agencies, interested in the cause of education, must make it a point to give a practical shape to the above mentioned systems and schemes helping in the furtherance and betterment of school education in our country.

UTILITY AND EFFECTIVENESS OF SCHOOL BROADCASTS IN THE SECONDARY SCHOOL EDUCATION OF OUR COUNTRY.

School broadcasts can make our secondary school education more useful, meaningful and effective. At present the service is mostly regional. The main aim of school broadcasts is to help the teacher in his job. They intend to communicate knowledge to the pupils in their chosen subjects and to develop their power of understanding as well as widen their mental horizon. They are to round off the syllabuses and bridge the gap existing among various branches of knowledge.
School text books generally give information by the list. They have nothing to do about their social relevance and their relation to the daily experiences of the students as vital and productive members of the community. Broadcasts are specially intended to elicit the social relevance of knowledge. They can be also used as powerful instrument of conveying to the pupils the personality of eminent speaker. Generally in our country young boys and girls do not have an opportunity to meet men and women of national or international repute. But on radio receiving set they very well listen to their learned talks and feel the impact of their personalities.

School broadcasts must not be taken for something different from classroom teaching and learning. They are indeed part and parcel of class activity. For example a story listened to on the receiving set can be easily dramatized by students in their schools.
Radio lessons are generally designed to increase the knowledge and comprehension of the working of the bodies, minds and behaviour of men and women living around the pupils. They often aim at providing general education to our children, which is of supreme importance in making them fully socialized beings. They also prevent school education from becoming mechanical study of different subjects and topics.

Broadcast is not a lesson in the strict sense of the term. It is a strong foundation on which a model lesson can be prepared by the teacher. It should not only satisfy the curiosity of the listeners but also create in them a passion for learning. Classroom lesson develops spontaneously but broadcast is pre-planned team work. Therefore it should be moderate in nature, simple in arguments and closely connected with the day to day experiences of the audience.
Broadcasting is a sort of pervasive impact on our modern civilization. It moulds the tastes, attitudes and outlook of our pupils. It is instrumental in forming public opinion also. But unfortunately it has not yet become an established source of education in our country. There is no doubt that AIR spends about Rs. 3,00,000 per year on school broadcasts and 1300 hours are devoted to such programmes. But this is only a drop in the ocean because our subcontinent is too big and population too meagre to suffice the population.

In USA broadcasting is considered to be an honourable profession but in our own country, it is only a side business. People do not choose to broadcast education as a career. They go to the radio station and give their programmes only to have the satisfaction of being on the air or heard by the people in large numbers. Much is still to be done.
The teachers who use broadcasts for class room
listening, are fully aware of the fact that radio
lessons give access to a number of useful information
and provide scientific interpretations and illustra-
tions which enrich the content of their class room
teaching. We may here take the example of Bombay Radio
Station which in a regular manner puts out broadcasts
on subjects such as History, Geography, Language,
Literature, Nature study, Science and the humanities
over and above. These broadcasts try to strike an
equilibrium between various subjects and areas of
general knowledge, straight talks, dialogues, dramat-
izations and feature programmes lend colour vigour
and life to radio lesson for schools.

But we must always bear in mind that school
broadcasts should not be literally linked up with the
syllabus or courses of study prescribed for the
schools. It is because they are by no chance an end
in themselves but merely a means to enable the
students to rise to the fulness of their mental,
physical and moral stature.
Teachers and taught while listening to school broadcasts in the class, become fellow participants and come very close to each other. The teacher now becomes a friend, philosopher and guide for the students. This sense of fellowship promotes a cooperative effort in the process of learning. After the broadcast is over the students under the leadership of the teacher should critically examine the lesson and arrive at certain conclusions. Such a practice will enable the class to develop a critical approach towards the realities of the world.

Every school broadcast can be classified into three parts, the preparation, the actual broadcast and the conclusion. The effective follow up activities may depend on the nature and content of the broadcast. Students should be suggested to draw maps and make charts describing the subject matter of the radio lesson. But this practice should not become a formal test or else the students would avoid it.
Selection of useful series of broadcasts is a very important matter. Teacher on the basis of his experience and knowledge should do the job of picking and choosing very carefully. It will make the listening more profitable and delightful. The quality and educational value of school broadcasts depend on their being timely, seasonable, simple, clear and interesting. Fixed title programmes such are "How things began", "How they were", are universal enough to cover a number of topics for the delight and profit of listeners in the schools.

School broadcasts are a sort of extra resources that go well with books, films and pictures. They can create atmosphere, excite emotion, stir imagination and provoke thoughts. They bring the external world into the class room and make the pupils share the experiences provided to them. The dramatisation of stories and incidents in broadcasts has a direct appeal to the students of all age groups. They have the pleasure of involvement and participation alive.
School broadcasts often give such information as is not easily available to a teacher and in a form that can not be practically matched in the classroom. They are specially useful in small schools with limited facilities and particularly in those which are situated in far flung areas of the State. These educational programmes should be regarded as an integral part of the whole learning situation, they should help in its success rather than dominate the State of affairs. Teacher's role in striking the balance is very significant and his advance planning at all stages is of paramount importance. If he is ill prepared himself, his students can not make the best and most effective use of school broadcasts.

Effective educational broadcasting is possible only when mutual relationship exists between the educational broadcaster and the large listners. In programmes meant for group reception, the political aspect is often apparent and it is the duty of the teacher to save the pupils from political or party indoctrination.
The 20 minutes school broadcast is to form a part of the total learning situation. It must not be an isolated experience in one 35-40 minutes class period. Much time should be given for the radio lesson to make its maximum educational impact. In secondary schools it is necessary to provide for a double period or to carry on the work in the following period.

Both the teachers and students should be mentally prepared to listen to the broadcast. They must have their requisite materials with them. Teacher is expected to give a brief introduction to the class before hand so that the pupils may not feel difficulty in assimilating the content of the lesson. Besides this, teacher must make sure the following before the broadcast starts;

1. If the equipment is in place and functioning properly.

2. Are the materials for experiments during the broadcast and followup ready.
3. Can children hear and see adequately.

4. Teacher is to introduce briefly main points of the previous broadcasts and outline the coming one.

5. Write on blackboard names, words or phrases that are necessary for the understanding of the programme.

6. Ensure if the class has essential historical and geographical background information.

The teacher's role during the broadcast should not be passive one because he often sets the tone of the experience. If he laughs at a certain point, the class also follows suit, if he concentrates the class is more likely to concentrate and if somehow his interest is distracted, the whole class loses interest in the programme. This sharing of experience by the teacher and the taught is very important and it contributes much in establishing a close relationship of mutual partnership and understanding. Note taking by the class should be discouraged because it will tell adversely on the listening of the programme.
The response of the pupils to the programme is very important. Do not snub them. Give them full opportunity to voice their views, reactions, comments and suggestions.

The main activities which teacher encourages and develops in the class, depends largely on ages, abilities and aptitudes of the pupils, on the nature and purpose of the particular programme series and on the educational objectives he bears in his mind. In order to ensure if his pupils have really followed the broadcast, he may invite two or three members of the class to relate main points of the broadcast to their own experience. This may give a good opinion to further lines of development.

Discussion in the class as a whole will prove to be more useful and productive provided it takes place in the form of small groups. Developing class discussion requires skill, intelligence and practice both on the part of the teachers and the pupils. Sometimes a short recapitulation by the teacher of the salient points in certain educational programmes
may provide valuable reinforcement. But avoid dissecting the programme itself.

Discovery of school's own social and cultural milieu in relation to points raised in the broadcast enables pupils to learn much from personal observation sharpened by the stimulus of the radio lesson. Outside tour will all the more extend students first hand experience. It is often advisable to make arrangement for the visits of outside speaker to the school to coincide with a project in progress. For instance at secondary school level the youth Employment Officer might address the teenagers who have just heard a luminous broadcast on the same aspect of career.

Students can put on record their observations or feelings after broadcasts not only in writing but also by cine and still photography, taperecording, painting or even modelling. A visible end product of all these may come in the form of wall exhibits (Charts maps and friezes etc).
Some radio lessons may lead to creative expression both by teacher and the taught. Some time a class may want to listen the programme just for pleasure. Here teacher will have to grant this concession.

On the other hand a class may not like to discuss things just after a programme because of the powerful emotional impact on them. In that case teacher must postpone the dialogue for some other suitable time.

Recorded broadcasts are of immense value. They can be used at any convenient time by the teacher and the pupils. In order to ensure an ideal listening condition the teacher must always bear in mind the following guide lines.

1. Use a good quality outdoor aerial to reduce external interference and background noise.

2. After letting the radio set warm up for a couple of minutes, check tuning daily before using the broadcast.

3. The sound will be clearer if the tone control is adjusted to give more treble (clear and crisp and less bass (deep and mellow).
4. See if difficult acoustic conditions in a resounding hall or class room can be improved by drawing curtains where available or simple acoustical treatment.

5. Ensure if the volume control gives enough sound for the listener farthest away to hear in comfort without it being too high for those in front. Make off and on spot checks on listening conditions in various parts of the class room to be sure that they are satisfactory for all the listeners present there.

Thus it is quite clear that radio and sound equipment is a prerequisite to the use of radio in schools. Without radio receiving set teachers cannot listen to broadcasts in their class room without record and transcription players. They also cannot make effective use of educational recordings without satisfactory equipment.
Nation wide school broadcasts accord common educational experiences to all the schools of the country. They help in the unification of country's education. It has rich resources in comparison to regional or local broadcasts which may be planned and constructed to fit the specific curricular needs of a community.

The following are some main criteria of a good school broadcast.

1. A school broadcast must be consistent with the principles and aspirations of Indian secularism and democracy.

2. A school broadcast is to be tune with the co-curricular purposes of the schools and of the classroom. School broadcasts are basically complementary to the scheduled course of study and to the daily work of the class.

3. A school broadcast must be accurate and authentic in its presentation of information, issues and personalities over and above.
4. A school broadcast should make use of those resources which are peculiar to radio. For instance we may take comments, dramatic casts, spot broadcasts from the scenes of events and interviews with famous personalities. These are some of the instances of unique possibilities of radio. A school broadcast generally contributes educational experiences which an ordinary teacher can not provide within the class room.

5. A school broadcast should have such subject matter as suits to the maturity level of listening pupils. Teachers too should be careful enough to choose broadcasts whose content is within the reach of comprehension and emotional maturity of their disciples.

6. A school broadcast must be clear and easily understandable to the pupils. A primary need is clear noise and free reception. Broadcasts should use such words, phrases and ideas as are familiar to students.
7. Finally a broadcast should be interesting and delightful for the listeners. It should be free from dullness and boredom. It must have appealing characters, life-like dialogues, conflict intense and suspense.

Announcements should be crisp, to the point and interesting. Awkward pauses should be avoided. Scripts of announcement should be typed with double spacing so that the announcer may not feel difficulty in reading tales and reports should be broadcast by the central distribution system of the school if there is any. News casts both of school events, national and internation may be duly reported. Scripts should be prepared in advance and be given to school broadcasting committee for perusal and approval.

Winners of the rewards in games and sports of the college should be interviewed at the radio station. Disputable subjects may be discussed by a group of students to the benefit of the listeners. Variety programmes be organized with the help of students of different classes.
Dramatisations have much appeal for participants and listeners alike. Recital and concerts programmes should be simple but appealing. Teachers will ascertain which programmes have direct influence on the personality formation of the students. Subjects to be covered for school broadcasts should be selected in consultation with the Heads of Schools. For planning radio lessons, Planning Committees of subject teachers should be set up at every radio station originating school broadcasts. This would be over and above the Consultative Panel for Educational Broadcasts which consists of the representatives of the State Education Department. Listening Schools, Teacher's Training Colleges and Universities, are attached to every AIR station in the country. Its chief function is to advise the station on educational broadcasting problems in general and programme planning in particular. The Panel holds its meeting once a year.
Thus it may be said that utility and effectiveness of school broadcasts in the secondary school education of our country cannot be gained by any sensible man.

CONCLUSION:

In fine, it can be safely said that school broadcasting service is of vital value to every country. It can deliver tremendous goods to all schools whether big or small. A number of problems may come in its way but they have to be encountered and surmounted with confidence and fortitude. Passive attitude of teachers, opposition from educational authorities or public, paucity of funds and shortage of trained personnels are some of the major stumbling blocks in the path of school broadcasting service. But there is no room for complacency because these hurdles are not unconquerable.
Selected science teachers from every school having special aptitude for radio should be given brief in service training at the nearest radio station so that they may be able to discharge their duties as an efficient and successful radio teacher. They may be given extra allowance for handling and maintaining the receiving sets as well as doing this job before, during and after the school broadcasts in the institutions. In Uttar Pradesh every secondary school charges audio visual fee from the students at the rate of six paise per month. Consequently there is a fairly good amount at the disposal of the principal. Therefore, all the expenses concerning the purchase of radio sets, their repairs, maintenance charges and teacher's allowance may easily be met from this fund and the education department should declare this expenditure to be a fully approved one so that the auditors of accounts may not raise objections. Other states may also follow suit in order to solve their financial problems.
The apathy of some state education departments towards school broadcasts can not be over looked.

Uttar Pradesh, Bihar, Madhya Pradesh, Orissa, Rajasthan, Himachal Pradesh and West Bengal are some examples. They have not yet set up school broadcasts panels to organize radio listening in schools in a systematic and regular manner. It is really a very sad tale to tell. In order to achieve the desired results and maximum benefits through school broadcasts, it is imperative on the education and radio authorities to see that radio listening is made compulsory for all the schools and it becomes a part and parcel of school curricula. In a developing country like India where secondary schools, on account of their meagre financial resources are not properly equipped and staffed, school broadcasts can prove to be of immeasurable value and utility.

Therefore, it is the foremost duty and joint responsibility of Government and voluntary organisations to extend their full and willing cooperation in the promotion, utilisation and popularisation of school broadcasts in the country.
Mr. William B. Levenson has put forward some useful suggestions regarding the activities of the teachers and taught before, during and after the school broadcasts. They are as below:

(27) "Pre-broadcast activities can be of numerous types. They will vary with the teacher objectives and also with the programme form and content. The demonstration lesson procedure involves definite preparatory steps. While a dramatised or musical enrichment program may be most effective with but a minimum of pre-broadcast activity, merely a few comments to set the stage.

Teacher is to be sympathetic to the use of this tool. If the teacher regards the radio as an added burden, it is inevitable that her children will react accordingly. If she thinks of the radio as an assistant that is striving to serve her, she and her charges will enjoy added service.

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Modern educational philosophy places full emphasis on what happens after an educational experience. Little of importance will result unless adequate preparation has been made.

"If the group is to listen to a dramatized program, several suggestions might be made to the children, such as these: Is the language used in keeping with the local and period? Are the sound effects inculcating the music appropriate? Is the characterization sincere and correctly drawn? Children should be guarded against concerning themselves with unimportant details. So they may be asked to determine the chief purpose of the program.

**ACTIVITIES PREPARATORY TO THE BROADCASTS**

1. Putting questions about the broadcasts topic on the blackboard.

2. Discussing questions about the topic with the class.

3. Telling the class what the teacher knows about the topic.
4. Having students summarise what they know about the topic.

5. Discussing motion pictures related to topic.

6. Using maps of various kinds.

7. Listening the things the class wants to know about the topic.

8. Looking at pictures or Lantern slides illustrative of the topic.

9. Special exercises such as oral drills or dictation to make pupils more ear minded.

10. Reading magazines, newspapers or books about the topic.

11. Looking at specimens, models or articles related to the topic.

12. Having illustrative or explanatory materials in pupil's hands before the broadcast.


14. Asking some one outside the class to tell about the topic.

15. A few moments of expectant silence just before the broadcast.
16. Talking on imaginary journey related to the topic.

17. Having students write out what they know about the topic.

18. Writing and defining keywords related to the topic.

19. Imagining with the class what will be covered in the broadcast.

20. Studying the broadcast manual and attempting to carry out some of its suggestions.

21. Making books and magazines related to the topic.

22. Visiting a radio station and seeing a broadcast.

23. Making all necessary seating arrangements or room adjustments in advance of a broadcast.

24. Making illustrative and supplementary materials.

25. Making plans to connect the broadcast with regular class work.

26. Posting advance announcements of the broadcast.

27. Having students keep advance notes about the topic of the broadcast.
DURING THE BROADCAST

The teacher is a participant. If he manifests a vital interest in the material the children will react in a similar manner. On the other hand if instead of listening with the children she turns to do some clerical work or becomes occupied, she is being decidedly unfair to the children. She is not teaching with radio.

"A capable teacher knows that the broadcast period provides her with a unique opportunity to observe the reactions of her pupils. She notes down the difficulties of the pupils and learns new approaches to her subject.

"Usually the teacher should be at the front of the room where the pupils may see her and share her interest and where she can use whatever material may be helpful."
"Even if no program booklet is available the alert teacher will perform whatever activities enhance the effect of the broadcast. In a news program she may point out to the map as a certain region is discussed. During an English program a new word or two may be written on the blackboard. In an elementary music series she may demonstrate the suggested rhythmic activity. During an art broadcast she can show the pictures mentioned. As she performs these functions she is fully aware that too much activity and too much talk on her part may distract rather than help the listeners."

**Required Material Must Be Available**

If lantern slides are to be used, child must be instructed in the use of the projector. It requires participation of the entire class."
NOT ALL PROGRAMS ARE EQUALLY SUITABLE

There can be no radio program that is suitable for all children, even of the same age. The nature of radio program implies that generally it will be aimed at the average in abilities.

WHEN IS A CHILD LISTENING?

It is a mistake for the teacher to think that a child listens when he looks straight a head at the loudspeaker. Some children do their most effective listening while they are seeming gazing or merely drawing pictures.

"By forcing children to accept stereotyped practices in listening, the teacher confuses a physical form with a mental state."

NOTE TAKING AND OTHER PUPIL ACTIVITY

If the basic purpose of the programs is to create desirable attitudes, notes taking is not necessary if it is to accumulate facts, note taking can be justified.
Small children should be discouraged to take notes as they may have difficulty in writing and spelling and they have no experience which enables them to note only what is significant.

AFTER THE BROADCAST

"The activities which follow a broadcast can be as varied and as valuable as those which precede it."

Some broadcasts may provide a real challenge for a worthwhile discussion, others may present a fine summary for which even a brief text may produce an emotional reaction for which any follow up is unnecessary, if not actually harmful.

VARIATION IN PROCEDURE IS ESSENTIAL

The follow up should not be regarded as an opportunity for testing the pupils to determine what facts they have acquired. In this case post broadcast period becomes dull.
LEARNING MUST BE INTEGRATED

"Another weakness in utilisation, perhaps
less frequent, is the failure to relate the radio
material to the past experiences of the child. The
psychology of learning, as it is applied to text
materials, must also be applied to radio materials
and the learning derived from listening must be used
to reinforce other classroom experiences. Whatever
objectives might have been attained by the radio
visit, should not be isolated, but rather must be
integrated to all other worthwhile goals. Of course
all the above mentioned pieces of advice regarding
the utilisation of school broadcast are very valuable
and feasible but they are not applicable in our
institutions entoto because the facilities enjoyed
by American Schools are not available here. Any way
we will try our best to provide all possible require-
ments to our listening schools within our limited
resources.
It is a bitter fact that unless the broadcasts are directly related to the school curriculum, they can neither be adjusted in the time-table nor be of any worth to the students. Apart from this time tables of all the listening schools should be framed on a similar pattern. Therefore state authorities should make the radio lessons compulsory and give a uniform time table to be followed by all the institutions.

Radio And TV Committee Report of 1966 suggests some fruitful measures in the following words:-

(28) "An alternative has been suggested of providing tape recordings of programmes to schools. One advantage would be that they can be used to suit the time table of the individual schools, an other would be that the recorded programme could be interrupted by the teacher when needed to explain or discuss a passage. Secondly, where schools run in two shifts, recorded programmes alone would make it possible to give the lessons to both shifts.

Thirdly, as the curriculum does not normally change more often than once in three years, the same tape could be used for successive years. This is an alternative worth exploring."

It is true that "this alternative will involve a handsome expenditure but it is worth doing. This is a very happy sign that AIR has decided to set up panels of script writers in every station and organize workshops both for broadcasters and Script Writers. Talents must be discovered and given proper training. In the words of Mr. C.L. Kapoor:

(29) "The quality of programmes ultimately depends on the competence of producers, the imagination and writing skill of script writers and the availability of trained voices to act the parts."

The educational programmes of All India Radio on Good English and Good Hindi are aimed at providing to listening institutions, a good chance to have the pleasure of listening to cultivated voices informative talks and effective performance over and above.

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(29) Radio In School Education Page 78, Para 1
Any way schools broadcasts if properly organized and utilized may prove to be a potent transforming force in the secondary school education of our country.

At last we may say that the pace of education and radio authorities towards reaching the long cherished goal of introducing school broadcasts in our secondary schools is really very slow but path is right.
SUGGESTIONS

Here are a few humble and useful suggestions for making the school broadcasts more effective and successful.

1. Communication satellites can be of great help in school broadcasting. It can activate every radio station.

2. A separate radio station on its own wave length (as far as possible FM) be set up.

3. Attempts to be made to meet the needs of all types of educational institutions.

4. The place of teachers is of vital significance. No improvement should be made at the cost of his own existence in the school.

5. The importance and responsibility of the status of the teacher to be enhanced.

6. The prime object to be achieved from school broadcasting is continuous instruction on a wide variety of subjects.
7. School broadcasts to be a regular feature not sporadic one.

8. Novel technique if possible to be used inform some in connection with broadcasting.

9. As far as possible the length of school broadcast must not exceed 30 minutes so that proper time may be given to students for discussion and writing of notes.

10. A weekly or fortnightly paper to be published and mailed for the schools.

11. A strong controlling body say a general council with elected members to be established.

12. The final authority to be vested in All India Radio, New Delhi.

13. Different committees and sub-committees to be set up for dealing with the needs of various types of schools.

14. Cooperation through these committees with individual schools.

15. Members of these committees to be experts in the subjects.
16. The meetings of general council to be held at short intervals.

17. The General Council to comprise executive Committee and necessary officials.

18. A head-quarters academic staff to be established.

19. A cell for the provision of books, booklets, leaflets pamphlets and illustrations over and above.

20. School library to have a separate section of illustrations.

21. Some subjects which are best suited for school broadcasts to be elaborately dealt with (For instance — Nature study, Science, History, Citizenship, Music, Aesthetics, Languages and Art etc.).

22. There should be close tie between Board of Education and School Broadcasting Organisation.

23. Occasional help to be had from the experts of the subjects in the Universities.
24. The problems of leisure to seriously taken into account.

25. Young children to be divided into groups according to their age, aptitude and ability.

26. The encouragement of interests covering the total life if the children -- intellectual, physical, social, economic and spiritual.

27. Every school must have a broadcasting room.

28. Suitable receiving sets at reasonable prices to be made available.

29. Expert technical guidance and instruction in maintaining these sets to be arranged.

30. Constant consideration of the possibilities of TV in relation to school broadcasting.

31. As it is becoming quite common to make tape recordings of radio programmes. Hence it is always desirable to select a radio which is equipped with an 'output jack'.
32. An Advisory Board for school Broadcasting to be set up. Its members to represent the Union Ministry of Education, State educational Authorities, renowned University professors, members of the managing body of the schools, teachers and the representatives of All India Radio.

33. The Board is expected to form sub-committees to plan the course in every different subject. These sub-committees will employ specialists for writing, scrutinising and evaluating the scripts. They should also make arrangement for the desirable illustrative material for the radio lessons.

34. There should be local boards in each state with representatives of local radio station and local educational officers to implement the plans chalked out by the National Board.

35. The State Boards should choose a few schools to which radio sets should be given and they must have consultative service on technical matters to put forward suggestions on types of equipment, recording techniques and proper maintenance of radio sets in the institutions.
36. The National Board is to make weekly or fortnightly evaluation of the impact of the school broadcasts. These surveys should be planned mainly by state Boards with All India Radio's Listener research unit and the results thus obtained should be put before the National Board so that it may be able to adjust and enlarge the programmes as needed and desired.

37. Occasional conferences should be organised to promote school broadcasting.

38. The National Board must have an information and evaluation service to give information to schools as well as to state Boards on scripts and recordings available at various centres.

39. The National Board should prepare an estimate of the resources and allocate them to the following items:

(a) Provision for the supply of radio sets to the institutions.

(b) Allocation of funds to All India Radio Stations for producers and programmes.
(c) Developing the National Institute for Audio-Visual Education.

(d) Production of illustrative materials.

(e) Regular supply of discs and tapes to schools.

(f) Holding of conferences from time to time.

(g) Setting up research and training centres for the purpose.

40. School broadcasts should not be of general nature. They be curriculum based.

41. The selection of subjects and presentation of material to be both imaginative and planned correctly or else the delivery of talks will be unsatisfactory.

42. The pamphlets and literature given to institutions must be priced and sold for maximum use.

43. It is true that reading rates vary from person to person but golden mean should be adopted. It is too rapid if exceeds 185 words per minute and too slow if it is less than 145 words per minute. Hence radio announcers are expected to read at about 145 words a minute.
(44) The school broadcaster can very well measure usefulness by finding out proofs of modified behaviour. If the broadcasts try to stimulate reading, develop skills, the use of visual aids by teachers, to change certain health habits, they serve useful purpose.

(45) To set up radio committees in civic groups. It will be a starting point for school boards.

(46) Schools to be fully equipped for radio reception.

(47) Talented teachers to be encouraged to take college radio courses in order to prepare themselves for organizing and managing school radio producing units.

(48) To see the active cooperation of the radio departments of local colleges for creating community service programmes.

(49) To publish a weekly or fortnightly radio log to help in the selection of radio programmes on the air.
(50) It is always useful to develop plans for allowing students credits for listening to educational programmes.

(51) To set up radio workshop in schools to practice and produce useful local programmes.

(52) To appoint a radio director in the school system with a small radio staff.

(53) To set up proper recording equipment in the schools.

(54) Build libraries of recorded programmes to be used by teachers.

(55) To develop radio production units in schools.

(56) To issue necessary instruction for teachers in classroom utilisation of radio.

(57) To form a local school of the air.

(58) To set up local forums of the air for the discussion of civic and economic problems.

(59) To establish a machinery for checking the effectiveness of community programmes.
(60) Develop close cooperation with newspapers and work out plans for regular publicity and for printed listener aids.

(61) To install a short wave station under the supervision and control of school board for programmes specially designed for the class rooms.

(62) To form a student listening group whereby several pupils assemble at a home and listen collectively with a view to develop a listening habit.