CHAPTER II

SCHOOL BROADCASTING IN ITS

HISTORICAL PERSPECTIVE
(a) A SHORT HISTORY OF SCHOOL BROADCASTING IN CERTAIN COUNTRIES

It will not be at all out of place to give a brief history of school broadcasting system in various countries. First of all we shall take up a small continent lying in the far south east of India called Australia.

AUSTRIA LIA:-

The history of school broadcasting in Australia is a chequered one. It was first in 1924 that an attempt was made in New South Wales to set up a school broadcasting system. Its prime object was to enrich the school teaching and to give instructions to masses living both in urban and rural areas. But, as ill luck would have it this system could not last long. Due to some reasons best known to the then Government, it was discontinued. A period of half a decade elapsed before another and more concerted effort was made to set up this system at Victoria in 1931. But it also suffered a serious set back, the policy followed in this connection was neither consistent nor forward looking. At last in 1935 Australian Broadcasting Commission came into being. It charted out its clear and detailed policy. The obvious result was that in 1941 school broadcasts started in every state. An Educational Broadcasts -
Officers were appointed to control and supervise the programmes. Later on his designation changed and he was called supervisor. To assist him between the years 1941-43 Federation Officers were added to the staff in each state. A lot of progress has been made in this system since then. At present there are numerous school broadcasting stations in the country. They are rendering yeomans service to the cause of school education.

BELGIUM :-

Broadcasting came into existence in Belgium in the year 1923 through the establishment of the Radio Belgique station. It was a privately owned station and had nothing to do with the Government. It remained in existence up to 1930. Its resources were meagre and personnel semi trained. Even then it carried on its work smoothly. At last it was replaced by National Radio Institute by an act of Parliament. From October 1935 a school broadcasts staff working at the head quarters of I.N.R. was engaged to produce the broadcasts for schools in a planned and regular manner. Mr. Frans Hoosemans, has been one of the famous directors of the spoken word at the Belgium National Broadcasting Institute. His contributions towards the planning, organization and improvement of school broadcasts are laudable.
BRAZIL :-

Broadcasting service in Brazil started with the establishment of the Broadcasting company of Rio de Janeiro on 20th of April 1923. It remained almost an independent body over a decade. In 1936 it was brought under the control of Ministry of Education and Health. School broadcasts are put forth at specified time every day. Lessons are generally given on such subjects as Portuguese, English French, Spanish, Geography and History of Brazil. They are of half an hour duration with musical interlude in between. Authorities are of the view that dramatization is preferable at Primary level, dialogues between the teachers and the taught at secondary level and lectures at University level. At 6 a.m. instructions in gymastics and physical training are imparted for the benefit of both the students and none students.

CANADA :-

The first national school broadcasts were put out by the Canadian Broadcasting Corporation in 1940. In 1943 the National Advisory Council on School Broadcasting came into being. Mr. C.L. Kapur in his book 'Radio In School Education' summarizes the development of school broadcasting in Canada as under :-
(1) "In Canada, School Broadcasts are the joint responsibility of the Federal and provincial organizations. The C.B.C. cooperates with the provincial departments of Education, through their appointed heads of school Broadcasting to provide a pattern of school broadcasts that are carried throughout the length and breadth of Canada. More than twenty years ago, experimental school broadcasts were operating spasmodically in various parts of Canada, notably in British Columbia and Nova Scotia. Impressed with the success that appeared to be rewarding these efforts, the BBC moved to set up a National Advisory Council on School Broadcasting with representatives from educational bodies right across Canada and through it to provide a programme of national School Broadcasting. The Council has been meeting regularly and has worked out a pattern of broadcasts that seems to be a practical answer to the varying problems that are faced in different parts of the country. The service has also been instrumental in giving to young listeners a deeper sense of Canadian unity ---

(1) Radio In School Education By C.L. Kapur, Published in 1961 by the Manager of Publications New Delhi Page 75 & Para 1.
a task which should be undertaken by a national school broadcasting service of AIR in addition to the regional services from sixteen stations serving various language areas. The CBC has a school broadcasts department of its own under a supervisor of school broadcasts. The present incumbent of this office is Mr. R.S. Lambert, formerly of BBC. The Canadian Broadcasting Corporation presents with the advice of the Advisory Council, a series of national broadcasts each year. The remainder of the school broadcast time is allocated to the provincial authorities."

Here it will not be irrelevant if we make a comparison between the position of school broadcasts in India with that of Canada.

In our country state Departments of Education are not taking substantial interest in making school broadcasts a vital part of educational system. The Union Education Ministry has launched a scheme to give subsidy to the state Governments if they embark upon this venture. But the response from most of the states is very poor. Only Andhra Pradesh, Himachal Pradesh, Maharashtra, Bengal and Tamil Nadu have shown some "zeal" in making school broadcasts a part of the educational scheme. A few months back, Uttar Pradesh
Government has issued orders, vide G.O. No. (broadcast/269-360/77-78 dated 5.8.1977) to all the secondary schools and colleges of the state to adjust their time table in such a way so that students may be able to listen to the school broadcasts put out from Lucknow Station of All India Radio at specified time.*

Andhra Pradesh Government has made listening to school broadcasts compulsory for all the students. But a full fledged supervisor for the purpose has not yet been appointed there too.

In Canada from October to May half an hour each school day is provided for school broadcasts. The school year in that country begins in September and lasts until the end of June. This means that school broadcasts are available during the maximum period of the school session. Besides CBC there are many independent commercial stations which off and on put out school broadcasts for the students.

Friday is the day fixed for national school broadcasts which are heard throughout the whole of Canada. Duration of the programme is generally 20 minutes. The prime aim of National School Broadcasts, is to foster Canadian unity and interpret one part of the country to the rest.
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4. अपने पर्यटन में प्रशिक्षित मंत्री और नवजीवन भक्ति के लिए बैठने को "स्वयं प्रदान करें" (स्वयं भक्ति के लिए)।

5. अपने मंत्री की प्रशिक्षित मंत्री और नवजीवन भक्ति के लिए "स्वयं प्रदान करें" (स्वयं भक्ति के लिए)।
Problems of our sub continent are almost the same. We too have long distances, regionalism provincial patriotism, communalism, casteism and variety of languages. To solve these problems we may learn a lot from Canadian system of school broadcasts and they will be very helpful to us in our plans of national integration and development.

CHILE:

1945 was a transitional period in Chile. Substantial changes took place in the field of education. Traditional systems and methods were supplanted by novel procedures. A dynamic philosophy emerged and influenced the form and content of the curricula. Hence special emphasis was laid on the utility of radio broadcasting and its power of penetration as an effective cultural as well as educative force. Upto this time no important headway had been made in the sphere of school broadcasts. Only a few programmes were put out on historical topics which were in the forms of lectures or dialogues. There was no organization worth the name.

Therefore, the Government of Chile decided to set up an effective organization of school broadcasts under the supervision and control of an able and experienced educationist. Mr. C.L. Kapur says:-
"The task of supervising its educational purpose was entrusted to an esteemed educationist. The first step he took was to give firm form to the institution by selecting a small group of teachers with valuable teaching experience, artistic sensibility and contact with the world of letters and with the psychological needs and reaction of school audiences."

The result of this arrangement was that through study of the subjects to be put out for students through radio programmes, was made. Active cooperation of the school authorities and teachers was sought. It was decided that school teachers are the best persons to prepare the scripts because they are fully aware of the needs and requirements both of school children and syllabuses respectively. They were given ample opportunity to produce radio lessons bearing in mind the well balanced use of words sound effects and music over and above. C.L. Kapur adds:

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(2) Radio In School Education By C.L. Kapur Published in 1961 Page 77 Para 1
(3) "Educational broadcasts in Chile now cover all branches and levels of teaching - Primary, Secondary, Professional, Technical and Special. In addition to their educational function, another important purpose of these radio broadcasts is to strengthen neighbourly relations with other countries by means of special programmes of tributes on their national days. Every Sunday, there is a programme devoted to the life and work of a man or woman hero, statesman, scientist or artist, who has contributed to one way or another, to the greatness and prosperity of the New World."

In this way students not only get supplementary information concerning their courses but they also learn a lot about their great men and their magnificent contributions to the protection and progress of the motherland. Radio School has created Radio Teacher and the real success of the programmes depends upon their skill, ability, experience, efficiency, richness and clarity of voice.

In this way we see that in Chile school broadcasts are playing very significant role in the improvement and furtherance of education at all levels.

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(3) Ibid. Page 77 Para 3
"The internal organization of broadcasting stations in the Federal Republic is determined above all by the tasks devolving upon these stations as a result of producing and transmitting radio and television programmes. It is due to the complicated interaction of technology and programmes make up and ultimately to the fact that the broadcasting stations have to keep society as a whole in mind. The dovetailing of all these factors is not without its effect on the programme itself, on the contributions these instruments render in informing society. Literary programmes are broadcast under the head Third Programmes.

The educational broadcasts take place around 8-15 p.m., with course, documentation lectures and discussions relating to particular themes predominating. So far as possible, from Monday to Friday all special subjects which are included in the syllabus of a secondary school are touched upon languages Science, Arts, Sociology, Medicine etc. In this way school broadcasts play an important role in the secondary school education of the Country."
Regular broadcasting service in Great Britain began in November 1922. It was controlled and operated by the British Broadcasting Company. In 1924 this company started a service of experimental sound broadcasts for schools. In 1927 British Broadcasting Company was replaced by the British Broadcasting Corporation through a Royal Charter. It is an independent corporation answerable only to Parliament.

In the year 1929 the programmes for schools were put on a permanent footing. A body called School Broadcasting Council for the United Kingdom has been formed to guide and control the system. Its members come from professional associations of teachers and local education authorities. There are separate councils for Scotland and Wales and a Committee for Northern Ireland. These councils are mainly responsible for framing the general policy for school broadcasting on radio and Television and the scope and purpose for each series.
There is a team of education officers in different parts of the country. They visit schools, meet teachers and submit a detailed report on the class room response to broadcasts. Some officers are subject experts.

(1) "----- Continuing contact between producers of the educational programmes and the children and their teachers enables the series of programmes to be closely integrated into the school time-tables."

During the last thirty years there has been really a wonderful rise in the professional status of school broadcasts in U.K. It is because of the extensive help given by local authorities. They equip new schools with radio and television sets. Illustrated pamphlets are published and supplied by BBC. Norman Woelfel and I. Keith Tyler make the following comment on the British School Broadcasting Service.

(1) Sound And Television Broadcasting In Britain, Prepared For British Information Services by the Central Office of Information London R.F.P. 5531/69 Feb 1969) Page 20 Para 2 (a booklet)
Broadcasting service receives steady and growing streams of criticism, comments and commendations not only from schools and teacher training colleges, but from the general public as well. School Broadcasting in fact, is a part of the educational landscape."

There are about 24 producers in the School Broadcasting Department of BBC. Their main duty is to plan, prepare and produce the broadcasts in the studio. They are mostly well qualified and trained teachers. They have practical and sufficient experience of class room teaching to their credit. They are adept in script writing also. About 37 broadcasts are put out for schools every week from London by these producers. They also prepare and publish fifty pupil's as well as teachers pamphlets.

The School Broadcasting Council renders two prominent services. First of all it lays down the general policy of the programme planners. It paves the way for effective partnership Broadcasting Service and the teaching profession. Producers enjoy -

(2) Radio In School Education By C.L. Kapur, Ministry of Education, Govt. of India Published in 1961, Page 73 and Para 2
complete freedom in their work. It also determines the age and ability of the children for whom the programmes are designed.

Local radio is a recent development in the British Broadcasting system. It began in the year 1967 with an experimental service of eight BBC Local stations. Almost eighty percent of educational programmes are initiated and produced by local teachers 'keeping in view the age ability and needs of the children. In 1973-74 about 130 teachers took part in these schemes.

B.B.C. Local radio stations broadcast about 500 education series every year. More than fifty percent of them are meant for schools with programmes produced for children in playgroups and nursery schools, primary schools and secondary schools. Among the subjects covered are music, local history and geography, literature, science, the environment, the arts, community service and careers over and above. In 1973-74 the BBC published (for radio and TV series) 158 titles for pupils, 347 sets of teachers notes, 69 filmstrips for radio-visions, film loops, records, pupil's packets and other related material. Over ten million pupils -
boüb-lets an' some two million sets of teacher's
notes were sold in 1971-72

It will not be irrelevant if we compare the
organization and wor-ing of the school Broadcasting
Service of BBC with that of A.I.R. Firstly, former
has more freedom than the latter. BBC is better
organised and better equipped than A.I.R. in all
respects. It is true that A.I.R. stations that put
out school broadcasts have consultative panels. But
it does not have a central body like the School
Broadcasting Council of the United Kingdom. The
importance and utility of such a body can not be
questioned. Our Government is now considering actively
over the establishment of such a council. Apart from
this Mr. Lal Krishna Advani, Union Minister of
Information and Broadcasting, in one of his speeches
said that A.I.R. should be made free from Government
control. He is thinking of turning it into an
independent Corporation responsible only to Parliament.
If he succeeds in his attempt, it will be definitely
his greatest achievement and most valuable service
to the freedom loving people of this land.
The credit for starting the broadcasting service in India goes to the Madras Presidency Radio clubs. The club began its pioneer work in the year 1924. For about three years it carried on its work smoothly. But in the year 1927, on account of financial stringency, it had to be closed.

Luckily, the same year, Indian Broadcasting Company came into existence. It had its stations at Bombay and Calcutta. But unfortunately this company too had a very ephemeral life. In 1930 it suffered a serious monetary set back and it was apprehended that it should end in smoke. But due to public pressure the Government came to its rescue. The result was that somehow it succeeded in retaining its existence.

In 1934 Government was benign enough to put broadcasting on a permanent footing. A provision of four million rupees was made for its improvement and expansion. The post of controller of Broadcasting was set up and Mr. P.G. Edmunds was requested to grace the chair. Besides Bombay and Calcutta a radio station was constructed at Delhi also. The Government of Madras did not lag behind. It, too, chalked out a
plan to make broadcasting service available in
the state.

In the year 1935, the Mysore Government set
up a radio station. In Uttar Pradesh the Agricultural
Institute at Allahabad started one hour daily service
for the village folk. These programmes put out from
the Institute transmitter were very informative and
the first of its kind in this country.

(1) "Before A.I.R. started functioning in 1936,
educational broadcasting was done in India by the
Municipal Radio Station at Madras for elementary
schools within the Municipal limits. This school
programme was listened to by probably eleven schools."

(2) "The development of broadcasting on a planned
basis was taken up only after the arrival of Mr. Lionel
Fielden and Mr. C.W. Goyder --experts from the BBC --
in 1935 and 1936 respectively. Mr. Fielden took over
as the Controller of Broadcasting and Mr. Goyder as
the Chief Engineer. A scheme for expanding the
broadcasting service was drawn up. As it was impossible
to cover the country with a medium wave net worc."

(1) Broadcasting to Schools UNESCO Report 1949
Page 92.
it was decided first to provide a basic short-wave service for the whole of India and then to supplement it with medium wave services at important centres and later as finances become available, to extend the medium wave service to other places."

The growth of broadcasting in the next four years proceeded on this plan. By 1939 short wave transmitters had been installed at Delhi, Bombay, Calcutta and Madras to supplement the existing limited medium wave coverage. New stations were also established at Lucknow and Tiruchirapalli, with medium wave transmitters. Some of the princely states decided to set up radio stations in their territories. Mysore was the first to start beaming its own programmes in 1935. Later, stations were opened in Baroda, Hyderabad, Aurangabad and Trivandrum.

"Before A.I.R. started functioning in 1936 educational broadcasting was done in India by the Municipal Radio Station at Madras for elementary schools within the Municipal limits. This school programme was listened to by probably eleven schools."

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(©) Radio And Television, Report of the Committee on Broadcasting And Information Media, Published by The Ministry of Information and Broadcasting, Government of India New Delhi, Page 16 Para 44,45
All India Radio got its present name, administrative structure and programme pattern between 1937 and 1940 when India was an appendage to British Empire. AIR started broadcasting to schools from its four important stations at Delhi, Bombay, Madras and Calcutta in October 1938 and Tiruchirapalli in 1940.

School broadcasts were mainly directed to
(a) Elementary schools (age group 6 to 11) and
(b) Secondary schools (age group 10 to 16).

Almost major portion of school broadcasting was directed to secondary schools (age group 10 to 16) and regular educational programmes for elementary schools were put out only by Madras station. In short, AIR broadcast from all its stations for the age group roughly from six to eleven. Although the emphasis was on entertainment yet a fair portion of the programmes was educative.

On an average every one of the fourteen radio stations of AIR broadcasts put out a children's programme of thirty minutes in each Indian language, twice a week, Bombay, Calcutta and Madras in addition broadcast a children's programme in English of thirty minutes duration once a week.

(3) Broadcasting To Schools, a report by UNESCO in 1949 Part II Chapter India Pages-92
Thus the total duration of children's programmes for whole of AIR per week was about 98 minutes.

By 1939 when the second world war broke out India had an organized broadcasting service with six stations. Apart from these, there were some radio stations in princely states and they catered to over a lakh of radio licence holders in the country.

Mr. Lionel Fielden, Controller of Broadcasting submitted a report to Government of India in 1939. This report dealt authoritatively with the various activities of AIR. It explained in detail the purpose of different types of programmes the administrative and financial organization and the problems faced by AIR in fulfilling its diverse objectives. It also lamented over the dearth of qualified speakers.

There is no denying the fact that Mr. Fielden was influenced by the BBC's policy of supplementing the teacher's work by giving programmes which would widen the mental horizons of the pupils without following the school curriculum. It was believed that talk's and programmes devised and broadcast by the best teachers would enrich the experience of students and teachers alive and bring the world into the school.
Travellers would stimulate interest in other lands, dramatised stories from history would awaken interest in other times, languages would be taught by the best exponents and so forth. The BBC summed up its policy thus: "Radio is first and foremost an extension and enrichment of experience through the sense of hearing."

Mr. G.C. Awasthy in his book 'Broadcasting in India', threw light on the special features and problems of different categories of programmes and broadcasting activities as they developed during the fifties and the policies which guided them. The Chanda Committee Report discussed in detail the output of AIR and ancillary activities such as Listeners Research and Public Relations etc.

During war time that is from 1939 to 1945 radio ceased to be an instrument of entertainment, education and social transformation. It became more or less a powerful medium of propaganda. Many new transmitters were set up and transmission hours were almost doubled. Every attempt was made to highlight the missions and achievements of the Allies and condemn the malicious intentions of Axis Powers like Germany, Italy and Japan. To fulfil the above objects an external service was also introduced. Mr. A.S. Bor-hari who had succeeded Mr. Fielden in 1940, discharged the
duties of Director General of AIR through out the war period and tried his best to achieve the goals laid down by the British Masters in the critical hours of their trial when their very existence as a free and democratic nation was in jeopardy.

The period between 1945 and 1947 was that of economic breakdown and political uncertainty in the country. British Government was almost done up due to prolonged war which caused a very heavy loss both of life and resources. Politics was in a fluid state because the demand for complete transfer of power was so pressing that the alien rulers failed to resist it any longer. Even then no body knew for certain which way the wind was going to blow. In such a period of stress and strain a sizable plan for listener research was initiated in the year 1946.

"It was on the attainment of independence in 1947 that the Ministry of Information and Broadcasting under the leadership of the late Sardar Vallabhbhai Patel, came to life again.

There were eleven stations in the country at time.

A two phase plan was drawn up for further development

The first phase of establishing 'pilot' stations
equipped with low power medium-wave transmitters to
cover the linguistic and cultural areas which had
remained uncovered to far was completed in 1950. In
the second phase which became part of the Five Year
Plan, these stations were to be replaced by stations
of higher power.

"Thus, by the time the first Five Year Plan
began, the number of stations had risen from 11 to
25 and their total output from 26,342 hours in 1947
to over 60,000 hours in 1950. The AIR network was
in a position to serve listeners in all the regional
languages and the medium wave service was available
to about 21 percent of the country's population.
The number of radio licences had also doubled from
2,75,955 in 1947 to 5,46,319 in 1950. Some distinctive
linguistic and cultural regions like Rajasthan,
Saurashtra, Madhya Pradesh and Himachal Pradesh,
however had still to be provided with stations of
their own."
Some radical changes were made in the organization of AIR. A separate department for foreign broadcasting was set up. Services in some languages of little importance were reduced and novel language services were initiated. AIR actually broadcast for its transnational listeners in 11 languages covering a period of 116 hours per week.

In the year 1951 our country adopted its first Five Year Plan. Its sole object was to make India a rich, advanced and prosperous country. Rs. 4.94 crores were allotted for the improvement and development of broadcasting. Consequently a good deal of expansion of the broadcasting network took place. New Stations were opened at Poona, Rajcot, Indore, Bangalore, Jaipur and Simla. Apart from this, out dated and weaker transmitters were replaced with new and powerful ones. Five 50 kW, three 20 kW, two 10 kW, and one 5 kW medium wave, one 0.5 kW short wave and six low power transmitters were commissioned. Facilities for rural listening were extended and about 14,000 community listening sets were provided.
By the year 1956 there were 25 AIR stations serving 31% of the country and 46% of its population, i.e. 6,00,000 square miles of territory and 22 crores of the total population. These stations were on the air for about 1,00,000 hours per year. The number of radio licence holders went up to 10,29,816.

Seventy two news bulletins were put out, 46 in Home Service and 26 in the Foreign Services in 16 languages.

During these years special effort was made to popularize classical music and songs. A national Programme of Music and Talks was also started. To counter it Radio Ceylon organized a commercial service with light music and film songs for Indian listeners. The wide popularity of this service caused a deep concern to AIR authorities because their programmes of classical music started losing popularity and receding in to the background.

During the period of Second Five Year Plan (1956-61) three new radio stations were setup at Bhopal, Allahabad and Ranchi, equipped with high power transmitters. They covered larger area and rendered more valuable as well as delightful services to the people. A service for Andaman and Nicobar Islands, was -
started from Delhi. At the close of the year March 1961
55% of the population and 37% of the country's area
had come within the access of medium wave broadcasts.
The total output of AIR covered 1,17,265 hours per
annum. Radio And Television Report of the Committee
on B. and I. Media says -

(5) "This period saw the addition of the National
Programmes of Plays, Features, Contemporary Literature
and Classics, but the two important innovations were
the 'Vividh Bharti' service and Radio Rural Forums.
Vividh Bharti - a variety programme for light listening
came on the air in 1957 to provide an alternative
channel to listeners and was received well by the
public. It was AIR's answer to the growing popularity
of Radio Ceylon. To begin with the programme was on
the air for 5 hours on week days and 7½ hours for
Sundays. The duration has gradually been increased
since."

In 1956 Poona Radio Station conducted a survey
to ascertain if peasants would be benefited by the
programmes specially designed for them. Results of the
survey were highly encouraging. Hence Radio Rural Forums

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(5) Radio And Television, Report of the Committee on
Broadcasting And Information Media (1966) Page 18
and Para 57.
became a vital part of the Poama station's programmes. Since 1959 other stations also followed suit. Therefore the number of Forums which was 900 that year, is now more than 12,700.

Regarding the introduction of Television Service in our country the Report of 1966 says:

(6) "Another development was the inauguration of an experimental experimental television service was operated from a small impoverished studio and programmes were tested twice a week for a duration of one hour each day. 21 sets were installed for community viewing. In 1960-61 a project was launched with the assistance of UNESCO, to assess the effectiveness of social education telecasts on organized groups of viewers. The report proved encouraging and the number of such groups organized as tele-clubs, rose to 189 by the end of 1964. In 1961 with the aid of the Ford Foundation the Centre started telecasting educational programmes also for Delhi Schools. These have since been expanded and during 1965-66 out of Delhi's 397 Higher Secondary Schools, 255 were provided with Television sets."

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(6) Ibid. Page 18 Para 59
For people of low income groups a new and useful scheme was launched in 1960 in New Delhi. It was commonly known as a wire broadcasting service. This service accorded delightful family listening to poor people on payment of an nominal fee. In one year only the number of subscribers rose to about 1,600.

In 1959 Administrative Radio Conference was held at Geneva. It enjoined India to make it a point to utilize the medium wave frequencies allotted to her. The result was that about 14 crore rupees were spent in the expansion and enrichment of medium wave services in the country. On account of the border disturbances of the country in 1962 a slight modification was made in the broadcasting services. Top priority was given to the programmes designed for the areas of military significance.

The Third Five Year Plan proposed to make arrangement for additional 36 medium wave and 9 short wave transmitters. But the desired target could not be achieved. By March 1966 only 5 short wave and 55 medium wave transmitters were commissioned. In this way we see that towards the end of the third five year plan AIR's net worth had to its credit 34 principal stations, 17 auxiliary centres, 26 Vividh Bharti Centres,
4 studio centres and 49 receiving centres with 110
(82 medium wave and 28 short wave) transmitters
of an aggregate power of 1991.15 kW. These stations
and centres were fully equipped with tape recorders,
play back and duplicating apparatuses.

Report of the committee on Band I Media (1966)
summarises the output of AIR stations in 1966 as under:
(7) "In 1965, the AIR stations put out 1,81,657 hours
of regional and special broadcasts and 54,483 hours of
Vividh Bharti programmes in the Home Service, besides
broadcasting 8,112 hours for listeners abroad. The
composition of the Home Service programmes was as
follows:-

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<th>Approximate percentage</th>
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<td></td>
<td>Hours</td>
<td>Mts.</td>
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<tr>
<td>Music</td>
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<tr>
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<td>19,078</td>
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<td>14,340</td>
<td>54½</td>
</tr>
<tr>
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<td>8½</td>
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<td>36</td>
</tr>
<tr>
<td>Light (Vocal)</td>
<td>20,048</td>
<td>52½</td>
</tr>
<tr>
<td>Light (Instrumental)</td>
<td>1,963</td>
<td>24</td>
</tr>
<tr>
<td>Devotional</td>
<td>9,961</td>
<td>49½</td>
</tr>
<tr>
<td>Film</td>
<td>7,482</td>
<td>24½</td>
</tr>
<tr>
<td>Western Music</td>
<td>4,078</td>
<td>46</td>
</tr>
<tr>
<td>Talks, Discussions etc.</td>
<td>14,655</td>
<td>56</td>
</tr>
<tr>
<td>Drama, Features etc.</td>
<td>9,050</td>
<td>16½</td>
</tr>
<tr>
<td>News</td>
<td>39,815</td>
<td>19½</td>
</tr>
<tr>
<td>Rural Broadcasts</td>
<td>13,040</td>
<td>26</td>
</tr>
<tr>
<td>Special Broadcasts</td>
<td>23,878</td>
<td>24</td>
</tr>
<tr>
<td>Religious</td>
<td>293</td>
<td>25</td>
</tr>
<tr>
<td>Children</td>
<td>2,554</td>
<td>37½</td>
</tr>
<tr>
<td>Women</td>
<td>3,060</td>
<td>46</td>
</tr>
<tr>
<td>Industrial</td>
<td>3,373</td>
<td>50½</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>2,619</td>
<td>1</td>
</tr>
<tr>
<td>Tribal Areas</td>
<td>3,522</td>
<td>41</td>
</tr>
<tr>
<td>Educational</td>
<td>3,208</td>
<td>6</td>
</tr>
<tr>
<td>Publicity</td>
<td>2,782</td>
<td>28</td>
</tr>
<tr>
<td>Others</td>
<td>2,463</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>1,81,657</td>
<td>10</td>
</tr>
<tr>
<td>Vividh Bharti</td>
<td>54,482</td>
<td>59</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,36,140</td>
<td>09</td>
</tr>
</tbody>
</table>
During Fourth Five Year Plan, the ambition of the AIR was to cover 85% of the country with a medium wave service but it could not be realised.

AIR maintains a Programme Exchange Unit and a Transcription Service. It helps the stations to exchange their best programmes. During the year 1964 1700 tape-recordings and 2500 scripts were exchanged between Indian stations, besides 1300 programmes selected from items received from foreign countries.

A central library of tapes and discs is maintained in Delhi.

The Transcription Service which has a plant for processing disc recordings has more than 10,000 tapes in its library. These generally have recordings of important speeches delivered by reputed Indian leaders and classical music of old masters. As regards the arrangement of the training for AIR personnel and establishment of various committees for specific purposes. The Report of the Committee on Band I Media (1966) says as under:

(8) "AIR runs a school of its own to train its staff both programme personnel and engineers. By the end of 1965 the school had held 157 sessions for programme staff and 54 for engineers.

(8) Ibid. Page 21 & Paras 70, 71
In addition 34 seminars and workshops were organised for producers, and special courses run for announcers, news readers, commentators, effects men etc. Training was also provided to such staff of Indian Airlines, the Railways and Parliaments as is engaged in announcing work.

"To keep in close touch with the public and ascertain its reactions to AIR's programmes and policies, AIR has constituted a central programme Advisory Committee, Regional Advisory Committees stationwise, a Central Advisory Board for Music and AIR Liaison Committee with the radio trade. Information officers attached to the Delhi, Bombay, Madras and Calcutta stations and the Directorate of Listeners Research maintains seven Research Officers in different regions who conduct surveys, go through the mail from the listeners and convey their findings to the officers responsible for planning the programmes.

AIR brings out programme journal in about eight languages so that people may have full knowledge of the scheduled programmes. Some of the journals and folders are published for being distributed in foreign countries also.
### AIR STATIONS AS ON MARCH 1, 1966

<table>
<thead>
<tr>
<th>No.</th>
<th>State</th>
<th>Radio Stations</th>
<th>No. of trans. centres</th>
<th>Auxiliary Bharti (Short)</th>
<th>Vivid Bharti (Medium)</th>
<th>No. of trans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Andhra Pradesh</td>
<td>Hyderabad</td>
<td>1</td>
<td>Kuddapanth</td>
<td>Visakhapatnam</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Assam</td>
<td>Guwahati</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Bihar</td>
<td>Patna</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Gujrat</td>
<td>Ahmedabad</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>J&amp;K</td>
<td>Jammu</td>
<td>1</td>
<td>Srinagar</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Kerala</td>
<td>Trivendram</td>
<td>1</td>
<td>Trichur</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Madras</td>
<td>Bhopal</td>
<td>1</td>
<td>Gwalior</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Madras</td>
<td>Madras</td>
<td>1</td>
<td>Tirunelveli</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Maharashtra</td>
<td>Bombay</td>
<td>2</td>
<td>Sangli</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Mysore</td>
<td>Bangalore</td>
<td>1</td>
<td>Shadavati</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Nagaland</td>
<td>Kohima</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Orissa</td>
<td>Cuttack</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Punjab</td>
<td>Amritsar</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Rajasthan</td>
<td>Jaipur</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Uttar Pradesh</td>
<td>Lucknow</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>West Bengal</td>
<td>Calcutta</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Andamans</td>
<td>Port Blair</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Delhi</td>
<td>Delhi</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Goa</td>
<td>Panjim</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Himachal Pradesh</td>
<td>Simla</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Manipur</td>
<td>Imphal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Pondicherry</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Tripura</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **16 Auxiliary**
- **25 Vivid Bharti**
### LANGUAGES OF BROADCASTS AS ON MARCH 1, 1966

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Station</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bombay</td>
<td>Eng., Marathi, Gujarati, Hindi, Konkani, Kannada, Sanskrit, Sindhi</td>
</tr>
<tr>
<td>2.</td>
<td>Calcutta</td>
<td>Eng., Bengali, Hindi, Tripuri, Sanskrit, Santhali</td>
</tr>
<tr>
<td>3.</td>
<td>Delhi</td>
<td>Eng., Hindi, Urdu, Panjabi</td>
</tr>
<tr>
<td>4.</td>
<td>Lucknow</td>
<td>Eng., Hindi, Urdu, Garhwali, Kumaoni</td>
</tr>
<tr>
<td>5.</td>
<td>Madras</td>
<td>Eng., Tamil, Telgu, Kannada, Malayalam, Hindi</td>
</tr>
<tr>
<td>6.</td>
<td>Tiruchi</td>
<td>Eng., Tamil, Hindi, Sanskrit</td>
</tr>
<tr>
<td>8.</td>
<td>Hyderabad</td>
<td>Eng., Telgu, Kannada, Marathi, Hindi, Urdu</td>
</tr>
<tr>
<td>9.</td>
<td>Trivendrum</td>
<td>Eng., Malayalam, Tamil, Hindi, Sanskrit</td>
</tr>
<tr>
<td>10.</td>
<td>Cuttack</td>
<td>Eng., Oriya, Hindi</td>
</tr>
<tr>
<td>12.</td>
<td>Bangalore</td>
<td>Eng., Kannada, Telgu, Tamil, Hindi, Urdu, Bengali, Sanskrit</td>
</tr>
<tr>
<td>13.</td>
<td>Nagpur</td>
<td>Eng., Marathi, Hindi</td>
</tr>
<tr>
<td>15.</td>
<td>Vijayawada</td>
<td>Eng., Telgu, Sanskrit, Hindi</td>
</tr>
<tr>
<td>16.</td>
<td>Patna</td>
<td>Eng., Hindi, Urdu, Sanskrit, Maithili</td>
</tr>
<tr>
<td>17.</td>
<td>Ahmedabad</td>
<td>Eng., Hindi, Urdu, Sanskrit, Gujarati</td>
</tr>
<tr>
<td>18.</td>
<td>Allahabad</td>
<td>Eng., Hindi, Urdu, Sanskrit</td>
</tr>
<tr>
<td>19.</td>
<td>Dharwar</td>
<td>Eng., Kannada, Konkani, Sanskrit, Hindi</td>
</tr>
<tr>
<td>20.</td>
<td>Calicutt</td>
<td>Eng., Malayalam, Tamil, Sanskrit, Hindi</td>
</tr>
<tr>
<td>22.</td>
<td>Jaipur</td>
<td>Eng., Hindi</td>
</tr>
<tr>
<td>23.</td>
<td>Rajput</td>
<td>Eng., Gujarati, Hindi</td>
</tr>
<tr>
<td>Year</td>
<td>Total Daily Output</td>
<td>Languages of Broadcast</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1948-49</td>
<td>12</td>
<td>12 Languages: Arabic, Afghan, Persian, Burmese, Cantonese, Kuyu, English, Indonesian, Pushto, Gujrati, Hindi &amp; Tamil</td>
</tr>
<tr>
<td>1950-51</td>
<td>15</td>
<td>The same as above</td>
</tr>
<tr>
<td>1960-61</td>
<td>23</td>
<td>17 Languages: Arabic, Burmese, Cantonese, English, French, Indonesian, Kuyu, Nepali, Persian, Portuguese, Pushto, Swahili, Tibetan, Gujrati, Hindi, Konkani &amp; Tamil</td>
</tr>
</tbody>
</table>
TELEVISION

<table>
<thead>
<tr>
<th></th>
<th>1961</th>
<th>1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total weekly hours of broadcasts</td>
<td>6 Hrs. 20 Mts.</td>
<td>17 Hrs. 40 Mts.</td>
</tr>
<tr>
<td>Number of schools equipped with Television Sets</td>
<td>149</td>
<td>255</td>
</tr>
<tr>
<td>Number of tele-clubs for social education programmes</td>
<td>66</td>
<td>180</td>
</tr>
</tbody>
</table>

Since March 1966 up to January 1978 a lot of changes, modifications and improvements have occurred in the organization and working of AIR. Mr. L. K. Advani, Union Minister for Information and Broadcasting, while inaugurating the film fair conference at Madras recently said that there are 83 AIR stations in the Country. They are rendering yeomans service in the fields of education, recreation, socio-economic and cultural transformation as well as development.
The School Broadcasting programmes at the primary, secondary and higher levels are managed controlled as well as supervised by the Educational Broadcasting Department of the land. The organisation of this department is as under:

1. Art Section.
2. Coordination Section
3. Programme Section
4. Production and Publicity Section
5. Record Library

The Personnels are imparted specialized technical training in the Department itself. It consists of seven producers, five speakers, one head for each of various activities, Director General and a Deputy Director. Production sections, charged with the drafting of radio scripts, sports programmes. Dramatisations are under the supervision of Art Section. The personnels employed in different sections are expected to work for six hours a day.

The Chief aim and slogan of the Educational Broadcasting Department is to make learning a pleasure. The most suitable times for the pupils are in the early morning, during the lunch hours and in the early evening particularly between 6 p.m. and 8 p.m.
The schools of the country extend full cooperation to the Broadcasting Department. They send their teachers and pupils to take part in the various programmes, put out by authorities of Radio Stations. Those who receive the maximum benefits from school broadcasts are the pupils of the teacher's training colleges with their ages ranging from 10 to 15 etc. The subjects generally covered by the school broadcasts are environmental studies, music and sciences. Attempts are being made that educational broadcasts must become part and parcel of the classroom teaching of the school.

NETHERLANDS :-

Mr. C.L. Kapur in his book Radio In School Education summarises the gradual development of school broadcasts in Netherlands in the following two paragraphs :-

(1) "The first attempt to organize education by radio in the Netherlands dates from 1929. It was the subject of the lively discussion at the time between educationists who did and did not agree on the advantages and potentialities of the school radio."

(1) Radio In School Education by Mr. C.L. Kapur Published in 1961, Page 80 & Paras 1,?
"The second world war interrupted the growth of education by radio, but a start was, again, made with regular transmissions in 1948. At present some 1250 schools are making use of these programmes which total five broadcasts a fortnight or 19.5 minutes of broadcasting time. One series of broadcasts is combined in the class with the projection of films. The programmes accompanying the film are supplied to schools at cost free. The teacher shows the films to the class while the radio supplies the commentary."

In our own country the regional school broadcasting services of AIR are trying of course on a smaller scale to establish a happy and fruitful coordination of the educational broadcasts with the films. All the programmes designed for the schools are closely related to the subject matter of educational films both in the state and central libraries. Teachers are requested to correlate the picture to the content of the programmes so that the children may be amply benefited by them.
The slow but steady development of school broadcasts in New Zealand has its own tale to tell. In the year 1922 a correspondence school of the Air was set up for children of light house keepers and shepherds who live in isolated places. With the passage of time the school has made tremendous progress both in number and scope. It is at present a school of about 1,300 Primary and 500 post Primary, full time remote and physically disabled students. Not only this, about 2,000 part time pupils who are preparing for different examinations or seeking proficiency in the subjects of the choice, are much benefited by this scheme. The staff engaged in this educational task, consists of a Head Master, a deputy head master and 110 highly qualified teachers and forty administrative officers.

Mr. C.L. Kapoor says:

"The main concern of the school, however, is with full time pupils to provide for them curriculum and range of interests and activities in line with those enjoyed by pupils of ordinary schools."

Ibid. Pages 80, 81 & Para 5 (Radio In School - education by C.L. Kapoor).
Limitations of the arrangement have been squarely faced and accepted only as so many obstacles to be overcome. The staff have developed a variety of devices and auxiliary services to make opportunities for correspondence children comparable with all that the class room has to offer."

There is absolutely no doubt that radio is a very effective means of instruction both in music and languages. AIR has started many programmes to achieve this aim. Specially designed programmes on good English and good Hindi are directed to give to listening schools ample opportunity to enjoy voices and performances with all their sweetness and light. This system of imparting education, if implemented in its right earnest will definitely go a long way in giving our pupils both profit and delight. Newzealand's correspondence school of the Air has taken a practical lead in this field.

POLAND :-

The Pols-Te Radio came into prominence after the second world war. It became an effective means of instruction and recreation for men, women and children of the land. Since October 13, 1947 it started a regular service of school broadcasts of course, it is not a non Government and independent organisation -
l!-e A.B.C., B.B.C. etc. It is purely a state enter-
prise, functioning in close cooperation with the
Ministry of Education. There is nothing li-e council
for school Broadcasting in the Country. No regulations
worth the name have so far been framed.

The officials of Polsie Radio are the organ-
izers of school broadcasts also. Lecturers of the
schools help and collaborate them in this task. Men
from the University also extend their willing support
and guidance.

School Broadcast receives monetary help from
different organisation such as the Polsie Radio,
Ministry of Education, the National Committee for
Development of Broadcasting.

School Broadcasts play a very significant role
in the educational development of the country. They
are considered to be the most effective methods of
teaching and education. They generally deal with the
problems and situations of every day life. Their
Chief object is to motivate the pupils to observe
the benign nature and drink into its full beauty.
They for music and art. Scholars are invited to give
talks on social, economic, political and cultural
problems of the land.
The duration of broadcasts ranges from 20 to 25 minutes. The most suitable and profitable times are in the early morning.

There is a very close cooperation between the radio and the school. Teachers and students express their opinions and views about the school broadcasts through letters. Considerable importance and weight is given to their suggestions because it is believed that they are the best judges. An abstract of the monthly programmes is prepared and sent to the colleges.

Suitable ages for school broadcasts are 9 to 11 and 12 to 15. Receiving sets are supplied to schools by such organizations as Public Educational Authorities, National Committee for Development of Broadcasting and Polskie Radio over and above. The conditions of reception is very satisfactory in almost every school.

In this country the transmission of school broadcasts started as early as 1926. In the beginning the lessons were put out by the radio authorities in a very sporadic manner. From 1929 school broadcasts were put on a regular and permanent footing. In the year 1930-32 Programme Chief was appointed.
He brought about a revolutionary change both in the quality and structure of school broadcasts. Time allotted to each programme was 30 minutes.

The prime object of school broadcast was to enable the students and teachers to receive the first hand and valuable information given by the experts of various subjects. They supplemented and enriched the class room teaching by introducing great personalities and novel ideas.

School broadcasting is mainly organised by the department called Radio Tjanst. It receives full cooperation by the Board of Education which approves the plans and distributes the pamphlets to schools. But there is not compulsion for the institutions to use broadcasts. Government tries its best to persuade school authorities to make the most of radio lessons.

No special regulations have been framed by the Government so far.

History, literature, music and social studies are the main areas of broadcasts. The languages used for the purpose are English, French, German, Danish and Norwegian. Teachers render full assistance in the planning and execution of the school programmes.
The local school authorities take due care of the equipment of the schools receiving sets. Very often teachers use their personal sets. In some secondary schools special listening rooms have been constructed. F.M. is now used. Television is also gaining ground by leaps and bounds. Exchanges of manuscripts are freely made with A.B.C. (Australia) B.B.C.(U.R.) C.B.C. (Canada) and other European Countries.

SWITZERLAND:

Switzerland is a small but extremely beautiful country. It has no parallel as far as its special political complexion is concerned. It is a confederation of 26 cantons with three main languages, German, French and Italian. School Broadcasting started here as early as in 1930 in German speaking Switzerland. But it was not a regular feature. After two years in 1932 the organization received an official sanction. In 1933 school broadcasts started in French and Italian speaking Switzerland. The initiative in this field was taken by educators not radio authorities.

There is no state control on the Radio organization. Education Minister does not exist in Switzerland. There is hardly any legislation worth the name.
Chief authority in the broadcasting organization is Central Commission. It is helped by regional commission attached to each linguistic region and a local commission to every studio. The main function of Central Commission is to maintain cordial relations between Radio organization and Department of Education. Regional Commission draws up the programmes, determines the length of school broadcasts and submits general annual report to Central Commission. Regional Commission has as its members, teachers head masters and studio managers. There is no separate department for school broadcasts. Education Department helps in the planning and implementation of the programmes. But it does not give any monetary aid to school broadcasting agency. Heads of the institutions are responsible for providing receiving equipments and listening rooms. The main subjects of school broadcasts are Music, Literature, Science, History, Drama and Geography over and above.

Length of broadcasts is generally 30 to 35 minutes and French speaking Switzerland pupils have option of listening to the school broadcasts. There is no compulsion at all. But in German speaking area the authorities recommend and persuade that the broadcasts should be listened to by the pupils.
In Italian speaking part of the country, the listening of school broadcasts is mandatory. Students are compelled to listen to the broadcasts without fail.

Teachers during their training period are given instructions concerning the aims, use, value and utility of school broadcasts. They are also taken to radio station so that they may learn its technical aspects and see with their own eyes how radio lessons are actually broadcast.

Suitable age is 10 to 15. A large number of pamphlets describing the aims, utility and monthly programmes are printed and distributed scott free among the teachers and students. Almost all the schools are equipped with commercial receiving sets and their costs are borne by local authorities. Reception conditions are excellent. The only problems that remains to be solved is the regular check-up of the receiving sets which deteriorate with the passage of time. Frequency Modulation is being used. Television has also come in the race.

Experiments in musical appreciation presentation of complete dramatic works, adoption of useful novels for pupils of certain age groups are being carried out with great zeal.
Proper propaganda is constantly made through a mobile unit with play back equipment. Attempts have been made to put out broadcasts for children receiving technical education in professional schools. They are generally between the age groups of 13 to 16. Subjects commonly dealt with are agriculture, national history, topical science, tourism, courtesy and fine manners. Thus we see that educational broadcasts are rendering very valuable service for institutions of secondary level in Switzerland.

**UNION OF SOUTH AFRICA:**

School Broadcasting in Union of South Africa started as early as in March 1930 by the Cape Education Department in collaboration with African Broadcasting company. National Council for School Broadcasting came into existence in August 1938. Since then radio lessons have become a part and parcel of school teaching. It is the duty of the provincial Department of Education to see that school broadcasts are properly organized and implemented. The chief functions of National Council are as under:-
(1) To study the needs of the schools.

(2) To draw up programmes.

There are no specific laws, decrees or rules concerning school broadcasting. The actual broadcasts service is arranged and supervised by the Cape education department. Head of the school Broadcasting services is the main organizer. He is also the Chairman of the National Broadcasting Council. He is a full time paid official. Two clerks and one shorthand typist are there to assist him. Cape Education Department bears all the expenses made in connection with the school broadcasts. Main teaching subjects are Literature, History, Geography, Musical Appreciation, Nature Study, Civics and vocational guidance etc. Most popular and effective programmes are dramalogues or discussions. Lectures are avoided as far as possible.

Each province has set up panels to study the needs of the pupils and encourage the teachers to use school broadcasts as much as possible. Both European and coloured schools take part in this scheme. A number of pamphlets dealing with the programmes of school broadcasts are published and mailed to schools.
Quarterly Radio Gazette is a prominent one. It is published by the cape education department. Reception in the schools of the interior part or coloured schools is very unsatisfactory. Government is now paying some attention to improve it but there is still much to desire.

UNITED STATES OF AMERICA :-

School Broadcasting in the United States of America evolved gradually and voluntarily. There was nothing like legislative enactment or executive decree. The teachers who realised its utility started using it in their classroom teaching in order to make it more effective. Fr. C.L. Kapoor in his book Radio In School Education says :-

(1) "Probably no other educational tool of similar potential has ever been offered to the American teacher with so little pressure or assistance to encourage its use. All the same, school broadcasting has become a respected, effective and accepted resource in the public schools of United States."

(1) Radio In School Education By C.L. Kapoor published in 1961 Page 78 and Para 2
Education is served by both commercial and educational broadcasting stations. Educational institutions were prompt to apply for licences to operate broadcasting stations in the early days of wireless telegraphy. In 1925, radio telephone broadcast licences were held by 128 educational institutions. Most of the licences were for a period of less than three years."

During Nineteen thirties school broadcasting became very popular in the country. A concerted effort was made by the educational authorities to link all the institutions with the school of the Air. Mr. Kapur rightly says: -

(2) "School Broadcasting in the U.S.A. developed very fast in the thirties. The first network series prepared and broadcasts for class room use was the national Broadcasting company's Music Appreciation Hour. Another of Radio's most significant early contribution to class room teaching was the American School of the Air --- a service of the Columbia Broadcasting System. Daily programmes were offered in such areas of study as science, music, history literature and current events.

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(2) Ibid. Page 78 & Para 3
A high standard of production and a conscious effort to gear programmes to curriculum made the American School of the Air popular with teachers. Typically a school of the air schedule was the product of planning or production organisation which depend in part or entirely upon commercial stations for the dissemination of its series of broadcasts. Other public school systems utilise local commercial stations to present more less regular broadcasts to class rooms for instructional and public relations purpose. Commercial Companies, too, have been offering programmes of interest and value to school audiences."

Tape network and loan services are the Chief means of school broadcasts. Of course there are some educational stations which put out original instructions. The public schools are more interested in teaching and enrichment programmes to be used at the public school level. Generally a station starts its function from 9-00 A.M. and continues up to 3 or 3-30 P.M. It offers programmes dealing with the subject matter, prescribed in the curriculum.
The National Association of Educational Broadcasters is a very valuable organisation. It brings together like-minded people engaged in similar work. It also "keeps an eye on the new tendencies and developments of school broadcasts. It makes surveys and the results derived are made available to the persons concerned. In 1966 its research committee discovered that member organisations were providing 860 educational programmes every week to business stations. These days school broadcasts in U.S.A. go a long way in making the classroom teaching more rich, effective and delightful.

U.S.S.R.:

In Soviet Union education is a motivating force in the people. It is one of the main instruments planning for economic development and social cohesion. The fundamental objectives of Soviet education are as under:

(2) (a) "Intellectual education aimed at developing knowledge through assimilation of the generalised experience accumulated by mankind and a scientific outlook."
(b) moral education aimed at developing patriotism, collectivism and proper attitude to work and public property sense of discipline and organization and integrity.

(c) physical education aimed at developing courage, stamina endurance, self control, resoluteness and gracefulness.

(d) aesthetic education aimed at developing an understanding and appreciation of the beautiful in nature, society and human relations.

(e) polytechnical education aimed at developing an intimate understanding of and participation in all production processes which sustain society and acquisition of the skills needed by the national economy.

The main function of education is to promote national growth both qualitative and quantitative. 

Education is looked upon by the planners of Soviet Union as an investment of the highest importance that is why it absorbs 8-10 percent of the total investment.
The complete secondary school with classes I to XI is a unified, integrated school without any break at any stage. It is referred to as 'secondary general education labour polytechnical school with vocational training. Curriculum of all the schools is uniform. In classes IX to XI the school subjects are Literature, Mathematics, History, Constitution of the USSR (in class XI only) Economic Geography, Physics, Astronomy (in class X only) Chemistry, Biology and Technical Drawing (in class IX) only Foreign language and physical culture. Most of the school broadcasts in USSR are put out mainly in Russian and regional languages rarely in English. Their Chief objective is to mould the minds of the students according to official plans and policies laid down by the prominent members of the Supreme Soviet.

In April 1925 regular radio broadcasts for children were started with the programmes called "Radio Pioneer" and "Radio Oktjabryonok".
The very first radio concerts were given back in 1922-23. They prepared the ground for regular music broadcasts. In 1928 educational programmes for working farmers called Radio University, were begun. By 1929 there were several Radio Universities for workers, farmers and communist party activists.

The number of radio listeners in the Country reached 60,000 in 1930. The same year Radio Universities were recognised into an Institute of External Education by Radio with branches in Kharkov, Voronesh and Severdlovsk.

During second world war Soviet Radio played vital part in rallying forces against the Nazi invaders.

Organization of Television And Radio In USSR. In the Soviet Union radio and TV are run by the State. They are administered by the State Committees of USSR Council of Ministers for T.V. and Radio. The Committee is headed by a Chairman who is a member of the Council of Ministers -- the Soviet Government.

The Home Service of Central Radio Broadcasting comprises the following major departments :-

(a) Information

(b) Political and Educational
(c) Programmes for Children

(d) Programmes for young people.

(e) Literary and theoretical programmes

(f) Music and programmes for Moscow and Moscow Region.

The State House of Radio Broadcasting and Sound Recording is the technical workshop of Central Radio. There are 98 TV sets per 100 families in almost all the States. The radio broadcasting service covers the entire territory of the USSR. The "Country's Wired radio network" is perhaps the largest in the World. The combined length of its lines is about 2,000,000 kilometres. Over 200 cities have multi-channel wired radio broadcasting.

On January 1, 1979 the country had about 68 million radios and nearly 70 million radio outlets.

(1) "All regional centres and large cities in USSR have their own broadcasting services beside Central Radio and the Union Republic Service. There is a wide netw of closed circuit radio broadcasting at factories and plants collective and State farms, Colleges and Universities, Schools and construction projects."

Radio broadcasts are beamed in 69 languages of the peoples of the USSR and 70 foreign languages. There is, in all, 162 radio committees, of which 113 conduct radio broadcasting in two or more languages (in Daghestan for instance, radio broadcasting is done in nine languages).

The Home Radio Broadcasting Service:

1. "The Central Home Service (National Radio Network) has eight basic channels with a local broadcasting time of 158.6 hours."

2. "The First Channel is the principal one for the entire country. Nearly 50 percent of the average daily broadcasting time of 20 hours is taken up by news reports and current information on social and political matters. Addressed to the mass audience, the First Channel includes programmes and items on the country's economic, political and cultural life and on international affairs. Among other subjects covered are theatre, literature, music and sport."

3. Recordings of First channel programmes are also made and transmitted to allow for the different time zones. They all have an average duration of 20 hours and are broadcast separately to East and West Siberia,
the Central Asian Republic (except the Tur"menian SSR) and Kazakhstan and the Far East."

(4) "The Second Channel is a round the clock service which supplies news reports commentaries and and music. It is called Maya- (Beacon) and is transmitted simultaneously to all parts of the country.

Maya-’s call sign can be heard nearly 50 times round the clock. It reports and comments on major events at home and abroad short (4-5 minutes) news bulletins are interspersed with concerts of Russian Soviet and Foreign classical folk- and popmusic."

(5) "The Third Channel is a literary and musical one. It is on the air for 16 hours a day and presents classical music and literature, the life and work of Soviet and foreign writers and other aspects of literature and the arts."

The Fourth Channel is devoted to music. Its average broadcasting item is 9 hours a day of which 7 are taken up with recorded music.

Ibid. Page 69 & Paras 1,2,3,4 & 5
The main types of programmes are, current Affairs, Home Affairs and Politics, The News, The International Diary, The Topical Problems of International Life, Arround Countries And Continents. The International situation, Questions And Answers and Events In the Socialist Countries.

The Arts, Literature, Drama and Music take up more than half the broadcasting time of the Home Service. Musical broadcasts help raise the cultural level of the population as a whole while talks about music and performance of amateur groups enliven and enrich the intellectual life of many.

Theatres feature prominently among the programmes of the Home Service. The tape library of the theatre on the air alone has nearly 250 plays by Russian Soviet and foreign authors, recorded at different times. In all the Home Service today boasts 750 recorded dramatic works, a veritable museum to which new contributions are made every year.

The programmes "Writers at the Microphone", "The Poetic Note book", and Literary Recitals have a large and stable audience of people of different ages and professions. The Series literary Recitals introduces 60-80 new works every year.
In addition to programmes aimed at a mass audience, specialised programmes are devised to meet the interests of the particular groups of the population. Programmes for young people are broadcast by the Yunost (Youth) radio station. The question of moral development of the young people is highlighted in such programmes as The Heirs of the October Revolution and when they were twenty. The Saturday feature, Hallo comrade is based on letters in which young people discuss their aims and achievements of their colleague at war. It also includes numerous song requests.

Nearly five hours a day is devoted to programmes for children of school and preschool age. The traditional programmes such as The Young Pioneers, Sunrise, Radio For Little ones and Your Peers for those in the senior forms, are very popular among young listeners. To cater for various interests, the Home Service devises programmes like In the Land of Boo, Characters for the Literary Minded Young, Create Invent and Try for young technicians and the Famous Captains club for those fond of travel and adventure.
Among the permanent features are special programmes such as The Pathway to Life for those at vocational schools and The Land You Inherit for rural school children. There is a great variety of cultural, educational and musical programmes for children. Young listeners are very fond of programmes An Invitation card, Music Box and Radio Many. Nearly 30 radio plays in the series Library of Adventure I have been produced in just one year. The Home Service also makes programmes for parents such as to Adults About Children.

The above mentioned programmes bear ample testimony to the fact that school broadcasts play a role of paramount importance in secondary school education of USSR.