6.0 Introduction

It is an age of mass communication. The use of some form of mass medium to support the efforts of teachers in schools is highly desirable. There are several media used in the instructional process of which radio is one. Radio as an instructional medium has high potential in that it can reach a large number of learners in an effective manner as a supplement to the classroom instruction. Realising the potential of radio as a medium for augmenting the classroom instruction, the Calcutta station of A.I.R. included regular broadcasts for school children from November, 1937. Thirty-five stations of A.I.R. are originating the programmes for school children (as in January, 1979). These programmes are relayed by 25 stations of A.I.R. (A.I.R., 1979).

The broadcast programmes for secondary school children are mostly syllabus oriented. There are also non-syllabus programmes. Broadcasts for primary school children are related to their environment.
Each State has its own separate school syllabus. So, there is no central planning and production of the radio programmes for school children. The sole exception is English programmes (primary and secondary series) prepared by Central Institute of English and Foreign Languages (C.I.E.F.L.), Hyderabad, in collaboration with A.I.R., which are used in many States.

There have been large changes in content and methodology. New approaches have been brought about in the scope of subjects, such as, mathematics, science, and social-studies. Teachers have to be oriented to these changes. Hence, many A.I.R. stations are now beaming special programmes for teachers.

Radio-cum-correspondence inservice teacher training programmes are organized in five States for training teachers in various subjects at school level.

There are broadcasts for university students which are of two kinds. One is general enrichment service which is mainly a part of the Youth Programme. The other is a special service of radio support to correspondence education for B.A./B.Com. degree courses of four universities.

Non-formal education broadcasts for adults are transmitted from thirteen stations of A.I.R. Non-formal education broadcasts for children (9-14 age group) are transmitted from two stations of A.I.R.
This, in brief, is the picture of educational broadcasts in India. The educational broadcast programmes for the school children and teachers are known as school broadcast programmes (SBPs).

The chief functionary in the field of educational broadcasts is known as Chief Producer of educational broadcasts. Next to him is the Assistant Director of educational broadcasts. Their office is in the Directorate General, A.I.R., New Delhi.

Every station of A.I.R. with an educational broadcasting service has a unit with four staff positions, namely, Producer, Assistant Editor, Production Assistant, and Programme Secretary. The unit is known as Educational Broadcast Unit. For the purpose of school broadcast programmes the Educational Broadcast Unit is called School Broadcast Unit.

Experts from the schools, and other institutions are given contracts to prepare the scripts. These experts are known as script writers.

As stated earlier, the function of radio as a medium for classroom instruction is to supplement the classroom instruction. How far the school broadcast programmes function effectively is to be examined. A few studies at
individual and departmental level have been conducted in our country to study the functioning of the school broadcast programmes. They have been reviewed in the following paragraph with a view to presenting the study under investigation in clearer perspective.

6.1 Review of the related studies and need for further study

Three studies have been conducted on the organisation of school broadcasts, C.E.T. (1975-1980); and Sudame et.al. (1979). Joseph (1976); Shantha (1976); C.E.T. (1975, 1977, 1980); E.T. Cell Orissa (1976); E.T. Cell Tamil Nadu (1978) have conducted studies on the extent of utilisation of school broadcasts in the schools. The studies mentioned above reveal that the school broadcast programmes are not functioning effectively. However, the research evidence is not sufficient to draw any definite conclusions. No comprehensive study is available at all India level covering the different aspects of school broadcast programmes. The findings of the studies conducted on the extent of utilisation of school broadcast programmes in a particular State may not be generalizable to the other States, because the needs and conditions vary from State to State. Not much is known regarding the role different agencies play in the scheme of school broadcasts. Studies mentioned above reveal that teachers are not trained in using radio as a medium for classroom instruction. Perhaps, Colleges of Education can play an active role in providing
training to the teachers in using radio as a medium for classroom instruction as a part of their pre-service and in-service teacher training programmes. Apart from this, with the increasing role of mass media for classroom instruction, the Colleges of Education have to restructure their curriculum giving due emphasis to these media. They may take active role in planning, production, and utilisation of the school broadcast programmes. A need is felt of reorganisation and development of a proper infrastructure for the effective organisation and utilisation of the school broadcast programmes. The points discussed above call for a series of studies of different nature focussing on the varied aspects and dimensions of the school broadcast programmes. The information obtained through such studies may lead to certain findings of practical utility for the effective conduct of the school broadcast programmes. The study under investigation is one such attempt.

6.2 The present investigation

The present investigation attempts to study the organisation and utilisation of school broadcast programmes. The investigation is titled 'A Study of School Broadcasts in India'.
6.3 Objectives of the Study

The study was conducted with the following objectives:

1. To study the functioning of the school broadcast units with respect to the following aspects of the school broadcast programmes:
   (a) Transmission;
   (b) Planning and administration;
      (i) Staffing pattern
      (ii) Planning
      (iii) Co-ordination with other agencies
      (iv) Feedback mechanism
      (v) Training and seminars
      (vi) Expenditure.
   (c) School broadcast scripts – preparation and evaluation;
   (d) Support to and from schools with respect to school broadcasts.

2. To find out the extent of utilisation of school broadcasts in the schools.

3. To explore the possible role of Colleges of Education in the scheme of school broadcast programmes.
6.4 PROCEDURE

The description about samples, tools, data collection, and data analysis is given in the proceeding paragraphs.

6.4.1 Samples

For studying the functioning of school broadcast units (Objective I), all the 35 stations of A.I.R. producing school broadcast programmes, namely, Ahmedabad, Baroda, Bhuj, Rajkot, Bombay, Nagpur, Pune, Jaipur, Simla, Patna, Jullundur, Gauhati, Cuttack, Madras, Tiruchi, Calicut, Trivandrum, Panaji, Kohima, Delhi, Allahabad, Lucknow, Bhopal, Indore, Jammu, Srinagar, Calcutta, Kurseong, Hyderabad, Vijayawada, Bangalore, Dharwar, Shillong, Port Blair, and Rohtak constituted the population for the study. An attempt was made to study the functioning of the school broadcast units at all the 35 stations mentioned above.

Eight stations of A.I.R., namely, Ahmedabad, Bombay, Delhi, Jaipur, Jammu, Rohtak, Simla, Srinagar; and Directorate General, A.I.R. New Delhi were visited personally by the investigator to study the school broadcast programmes more intensively. The above mentioned stations were selected in consideration to the access, the investigator had to these stations.

The Producers at all the 35 A.I.R. stations were requested to give the names and addresses of any five script
writers from each station. A sample of 135 script writers was received from 27 A.I.R. stations. Producers from eight A.I.R. stations, namely, Allahabad, Baroda, Bhuj, Rajkot, Calicut, Dharwar, Indore, and Vijayawada did not give the names and addresses of script writers mentioning that they were producing a few programmes, and transmitting most of the programmes originated at the main A.I.R. station in the State. They stated that the required names and addresses might be supplied by the main A.I.R. station in the State which has a school broadcast unit.

To find out the extent of utilisation of school broadcast programmes, schools in the State of Haryana receiving programmes from A.I.R. Rohtak (Haryana) were selected. A.I.R. Rohtak was selected for the facility to the investigator in the regional language in which the programmes are produced. Moreover, A.I.R. Rohtak started school broadcasts from August 1, 1977. No research study has so far been conducted regarding how far the school broadcast programmes are utilised in the schools of Haryana. The Producer of educational broadcasts, A.I.R. Rohtak was requested to supply a list of all the school broadcast programme user schools in the State. A list of 26 secondary schools was supplied by the Producer on the basis of feedback received through letters from the users. It is the total number of those schools in Haryana State from which feedback was received by A.I.R. Rohtak during 1978-1979. Twenty-six headmasters of these schools,
one teacher from each of these schools using the school broadcast programme for classroom instruction (total 26), and ten students from each of these schools (total 260) were included in the samples. The headmaster of each school was requested to select ten students from any one grade utilising school broadcasts on the basis of systematic sampling. The utilisation of school broadcast programmes was observed by the investigator in the same 26 secondary schools.

To explore the possible role of Colleges of Education in the scheme of school broadcasts, one hundred Colleges of Education were selected at random out of all the 422 Colleges of Education in India (Universities handbook - India, 1979).

6.4.2 Tools

The tools used by the investigator consist of questionnaires, observation schedule, and interviews as given below:

(a) Questionnaires

The following questionnaires were developed:

(i) Questionnaire for the Producers of educational broadcasts;
(ii) Questionnaire for the script writers;
(iii) Questionnaire for the students;
(iv) Questionnaire for the teachers;
(v) Questionnaire for the headmasters; and
(vi) Questionnaire for the Principals of Colleges of Education.

(b) Observation Schedule

A school broadcasts observation schedule was developed by the investigator for recording observations with respect to school broadcast lessons in the schools.

(c) Interviews

Unstructured interviews were conducted with the Producers of educational broadcasts, students, teachers, and headmasters to get additional information with respect to school broadcast programmes.

6.4.3 Data collection

The procedure adopted for data collection is described below under each objective.

Objective 1 was to make a survey of the four aspects of school broadcast programmes in different school broadcast units. Data with respect to these were collected as described below:

(i) The questionnaire for the Producers of educational broadcasts was mailed to them at the 35 stations of A.I.R. Eight stations out of the thirty-five, namely, Allahabad,
Baroda, Bhuj, Rajkot, Calicut, Dharwar, Indore, and Vijayawada returned the questionnaires mentioning that they were producing a few programmes, and transmitting most of the programmes originated at the main A.I.R. station in the State. They stated that the required data might be supplied by the main A.I.R. station in the State which has a school broadcast unit. Finally, the data collected from 27 stations of A.I.R., namely, Ahmedabad, Bangalore, Bhopal, Bombay, Calcutta, Cuttack, Delhi, Gauhati, Hyderabad, Jaipur, Jammu, Jullundur, Kohima, Kurseong, Lucknow, Madras, Nagpur, Panaji, Patna, Port Blair, Pune, Rohtak, Shillong, Simla, Srinagar, Tiruchi, and Trivandrum have been utilised in this report.

(ii) Interviews were conducted with the Producers of educational broadcasts at eight stations of A.I.R., namely, Ahmedabad, Bombay, Delhi, Jaipur, Jammu, Rohtak, Simla, and Srinagar regarding the functioning of the school broadcasts units. Also, interviews were conducted with the Chief Producer of educational broadcasts, and the Assistant Director of educational broadcasts, Directorate General, A.I.R., New Delhi, with respect to various aspects of the school broadcast programmes.

(iii) Through the questionnaire mailed directly to the script writers in the sample Objective 2 was to find out the extent of utilisation of school broadcast programmes in the schools. Each of the
26 selected schools in Haryana State was mailed a set of twelve questionnaires, one for the headmaster, one for a teacher, and ten for students, through headmasters during April 1979. Observations with respect to the utilisation of the school broadcast programmes were made by the investigator in the same 26 schools during the term August 1979 - October 1979. School broadcast lessons were observed by the investigator in these schools. The observation schedule was used for recording observations. Ratings with respect to the different aspects were done by the investigator. The headmasters, teachers, and students in the 26 schools were interviewed regarding various aspects of school broadcast programmes.

Objective 3 was to explore the possible role of Colleges of Education in the scheme of school broadcasts. Data regarding this were collected through a questionnaire mailed to the Principals of the selected Colleges of Education.

The number of questionnaires mailed, and the completed questionnaires received back are presented in Table 28.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number of Questionnaires mailed</th>
<th>Number of questionnaires received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producers of educational broadcasts</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Script writers</td>
<td>135</td>
<td>88</td>
</tr>
<tr>
<td>Headmasters</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Teachers</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Students</td>
<td>260</td>
<td>107</td>
</tr>
<tr>
<td>Principals of Colleges of Education</td>
<td>100</td>
<td>52</td>
</tr>
</tbody>
</table>
6.4.4 ANALYSIS OF THE DATA

The data collected through questionnaires, observations and interviews were analysed as follows. There were different types of items in the questionnaires, viz., multiple choice, yes/no, rating, supply figures, and open ended. The responses to each item of multiple choice type, yes/no type, and rating type were analysed in terms of the number (frequency) of respondents in agreement with a particular response out of the total number of respondents. The frequencies were further converted into percentages. The responses to each item of supply figures type were recorded in a table for all the respondents and further analysed suitably. On the basis of their contents the responses of all the respondents to each open ended item were categorised into different clusters along with their frequency and/or percentage responses. An observation schedule was used to record the observations with respect to the utilisation of the school broadcast programmes in the schools. There were fourteen items in the observation schedule. Ten items out of the fourteen were rating type, and four items were yes/no type. Ratings obtained through the rating scales were analysed itemwise. The number of agreements obtained by a school broadcast programme for each item on different points of a rating scale were pooled for all the programmes. These were further converted into percentages. The responses to yes/no type items in the observation schedule were analysed similarly. The data obtained through the interviews with the
Producers were used along with the questionnaire data. Similarly the data obtained through observations in the schools, and interviews with the students, teachers, and headmasters were used to supplement the data collected through the questionnaires.

6.5 FINDINGS

The findings are presented under the following three headings:

(a) Functioning of the school broadcast units.
(b) Utilisation of school broadcasts in the schools.
(c) Role of Colleges of Education in the scheme of school broadcast programmes.

(a) Functioning of the school broadcast units

1 The co-ordination between school broadcast units and State Department of Education in different States in organising the school broadcast programmes is not sufficient.

2 No systematic attempts are made to ascertain the needs of the target users with respect to subjects, topics, grades etc.

3 Objectives of the particular programmes are not enunciated at most of the school broadcast units.

4 Scope of the topics is not spelt out at most of the school broadcast units.
5 The distribution is single channel at most of the A.I.R. stations. There is limited time available for school broadcast programmes.

6 Most of the school broadcast units transmit one programme for each grade per week. A very limited portion of the syllabus is covered through these programmes. As such, it is difficult to synchronize school broadcast schedule and school schedule.

7 Most (90%) of the script writers are directly contacted by A.I.R. stations. There is no systematic process in operation to select them. The services of many effective script writers have not come to the fore and are yet to be utilised.

8 A majority (78%) of the script writers have received no training on preparing scripts.

9 A majority (52%) of the script writers do not receive guidelines from A.I.R. for preparing scripts. Elaboration of the objectives and scope of the programme is left to the discretion of the script writers.

10 Except target grade most of the script writers do not know much about the audience profile.

11 Feature, drama, quiz etc. are the formats preferred by most of the Producers, whereas, talk is the format used by a majority (70%) of the script writers. It is because of the inadequate resources such as, busy studios of A.I.R.,
non-availability of participants, heavy workload of the school broadcast units, and limited budget etc.

A majority (58%) of the script writers do not evaluate the programme scripts by trying them out on students.

No systematic attempts are made to monitor the programmes.

Means of providing systematic feedback are not effectively identified and carried out.

A majority (67%) of the secondary schools in the regions of different A.I.R. stations are not equipped with radio receiver sets. Only a few primary schools have radio sets. The school broadcast programmes are beamed at schools without developing a proper infrastructure of listening facilities.

(b) Utilisation of school broadcasts in the schools

The listening facilities in the schools are inadequate.

In none of the schools there is provision for school broadcast period in the school time-table. Students listen to the school broadcast programmes in the periods of other subjects.

Seven schools out of the twenty-six were found utilising the school broadcast programmes at the time of on the spot observations by the investigator in the schools.
The programme schedule charts were lying unused with the headmasters in 73% schools. The charts were displayed on the notice boards in 27% schools. None of the twenty-six schools received teachers' notes on school broadcasts from the A.I.R.

School teachers are not trained in using radio as a medium for classroom instruction. In the absence of such training they feel diffident about the role they have to play along with school broadcasts in the classroom.

Pre-, during-, and post-broadcast activities are not carried out in most (90%) of the schools.

There is one programme for each grade per week. Obviously, there is a limited coverage of school syllabus through these programmes. The school broadcasts schedule and schools' schedules are not synchronized.

Timings of the broadcasts for school children do not suit the double shift schools, whereas, it is suitable for most of the single shift schools. Timings of the school broadcasts for teachers do not suit them.

There is no systematic arrangement for providing feedback to the Producers.

There is no co-ordination between the State Department of Education and the A.I.R. in locating schools with
listening facilities, developing infrastructure of
listening facilities, ascertaining the needs of schools
with respect to subjects, topics, and grades, planning
the programme series, monitoring the programmes, and
providing feedback from schools. The involvement of
the State Department of Education is nil in the scheme
of school broadcast programmes.

11 There are no re-broadcasts from A.I.R. Rohtak. Most
of the headmasters, teachers, and students are of the
view that a school broadcast programme may be
re-broadcast daily.

12 An attempt was made by the investigator to monitor
the programmes. Fifteen school broadcast lessons were
observed. The sound was clear throughout in 80%
programmes, whereas, clear sometimes in 20% programmes.
There were sufficient teaching points in 87% programmes,
whereas, too many in 13% programmes. Logical sequence
of the teaching points was good in all the programmes.
The speed of narration was normal in all the programmes.
The level of the language used was appropriate in 80%
programmes, whereas, it was too advanced in 20%.
programmes. Pupils' interest sustained throughout the
programme in 60% programmes, whereas, it was on and off
in 40% programmes. Eighty percent programmes were at a
suitable level in relation to the age level of the
students, whereas, 20% programmes were above their age
level.
Role of Colleges of Education in the scheme of school broadcast programmes

1 A majority (90%) of the Principals of Colleges of Education think that it is advisable for the pupil-teachers to listen to the school broadcast programmes and offer suggestions to A.I.R. for improving these programmes.

2 A majority (87%) of the Principals think that pupil-teachers of their colleges may be trained in using the school broadcast programmes for classroom instruction. Some of the school broadcast programmes may be integrated in their classroom lessons by pupil-teachers and evaluated by teacher-educators.

3 A majority (90%) of the Principals think that pupil-teachers may be offered 'planning, production, and utilisation of school broadcasts' as a special field at B.Ed. level.

4 In thirty-one percent Colleges of Education there are staff members who have received some training in producing school broadcast programmes.

5 Eighty-one percent Colleges of Education have radio sets, and 90% have audio tape-recorders.

6.6 Concluding Remarks

The present investigation reveals that the school broadcast programmes are not properly organised. No systematic attempts are being made to ascertain the needs of the target
users with respect to grades, subjects, and topics, etc. Objectives of the particular programmes are not delineated at most of the school broadcast units. Scope of the topics is not spelt out at a majority of the school broadcast units. There is no systematic process in operation to select the script writers. The services of many effective script writers have not been utilised. Most of the script writers have received no training on preparing scripts. A majority of script writers do not receive guidelines from A.I.R. for preparing scripts. Elaboration of the objectives and scope of the programme is left to their discretion. A majority of them do not evaluate the programme scripts by trying them out on students.

There is no provision for school broadcast periods in the time-table of most of the schools. The distribution is single channel. A very limited time is available for school broadcast programmes. There is one programme for each grade per week at most of the school broadcast units. So, a very limited portion of the syllabus is covered through these programmes. As such, it is difficult to synchronize school broadcast schedule and school schedule. Moreover, the listening facilities in schools are inadequate. A majority of the schools are not equipped with radio sets. School teachers are not trained in using radio as a medium for classroom instruction. Pre-, during-, and post-broadcast activities are not carried out in most of the schools.
No systematic attempts are being made to monitor the programmes. Means of providing systematic feedback are not effectively identified and carried out.

The utilisation of school broadcast programmes is not very encouraging as presented above. One of the reasons for this is the insufficient co-ordination between A.I.R., and educational agencies, such as, Ministry of Education, Directorate of School Education, State Institute of Education, State E.T. Cell, State Institute of Science Education, District Institute of Education, Regional Institute of English, research agencies, Colleges of Education, degree colleges, University Teaching Departments, schools, and other educational institutions in organising school broadcast programmes. There is a need to re-organise school broadcast programmes for their effective utilisation in the schools.

6.7 SUGGESTIONS FOR IMPROVING SCHOOL BROADCASTS

Suggestions offered by the investigator for improving school broadcasts are presented under three headings given below:

(a) Transmitting end.
(b) Receiving end.
(c) Colleges of Education and school broadcasts.
1. Transmission

The distribution is single channel at most of the stations of A.I.R. Demands of other categories like music, news etc. are pressing. So, there is limited time available for school broadcast programmes. Most of the school broadcast units broadcast one programme for each grade per week. As such, it is difficult to synchronise school broadcast schedule and school schedule. There is a need to increase the frequency of school broadcast programmes. A separate channel for school broadcast programmes can solve the above mentioned problem. But, it does not seem to be a very feasible suggestion for the time being. However, in the long run such measures will certainly have to be employed to effectuate the system. In the meanwhile what could possibly be done now, is to increase the time allotment for school broadcast programmes in the present scheme of things.

2. Staff positions in school broadcast units

The staff in most of the school broadcast units is inadequate. The required staff against the existing vacancies should be introduced. Additional staff should be introduced in those units which need them. Permanent posts of comperes, field reporters, and liaison officers should be created.
3. Planning

Not much is known about the audience profile. Systematic attempts should be made to ascertain the needs of the target users with respect to the grades, subjects, and topics etc. All the school broadcast units should have Subjectwise Planning Committees and Consultative Panels. The Consultative Panels should be well constituted, so as to represent the maximum possible agencies involved in school broadcasts. The planning committees mentioned above should function properly, particularly, with respect to delineating the objectives of each programme; spelling out the scope of each programme; monitoring the programmes; and providing feedback from the target population.

4. Co-ordination

School broadcast programmes are organised more or less by A.I.R. Inadequate involvement of State Department of Education results in non-utilisation of these programmes. State Department of Education should co-ordinate with A.I.R. in developing infrastructure of listening facilities, planning of programmes, monitoring the programmes, and getting feedback from target users. State E.T. Cell, and State Institute of Education in different States may set up their own studios and develop production facilities.
5. Production

(i) Selection of script writers

Most of the script writers are not selected systematically. The services of many effective script writers have not been utilised. Script writers should be selected systematically.

(ii) Training of script writers

Most of the script writers are untrained in preparing scripts. Identifying persons with a flair for writing and training them to write for school broadcasts may yield good results. Regular programmes should be conducted to train script writers.

(iii) Guidelines for preparing scripts

The contract forms issued by many stations of A.I.R. to script writers for obtaining scripts mention only the topic, target grade, date, and duration of the programme. Elaboration of the objectives, and scope of the programme is left to the discretion of the script writers. This seems to allow a great deal of subjectivity. All necessary details should be sent to the script writers. Relevant extracts from the teachers' notes may help the script writers to develop programmes in accordance with their objectives.
(iv) Monitoring panels

Constant watch on the quality and content of school broadcast programmes is essential to bring about continuous improvement. There should be gradewise/subjectwise panels for monitoring the school broadcast programmes. The members of the panels should be required to listen to the programmes and give their comments in a prescribed proforma on such aspects of the programmes as total number of learning points, logical sequence of the points, speed of narration, performance of presenter(s), relevance to the syllabus, level of difficulty etc. Monitoring panels may be changed after a reasonable lapse of time.

(v) Feedback from schools

Copies of evaluation sheets are sent to schools alongwith the guide-notes. Schools are expected to send the evaluation report on each programme. The response from the schools in this connection has been very poor. Schools may be asked by the State Department of Education to send the evaluation reports to the State E.T. Cell/S.I.E., which should collate the information and bring out a consolidated report.

6 Support to schools

(i) A large majority of schools in India do not have radio sets. All the schools should be equipped with radio sets. Radio sets may be procured by utilising school funds; through Parent-Teacher Associations; and through public
donations etc. Tamil Nadu State in India has persuaded the community to donate radio sets to schools and this has resulted in a near hundred percent coverage. Organisations like Lion's Club, Rotary Club, and commercial and industrial organisations may be booked to help schools for this purpose. One of the difficulties of schools in utilising school broadcast programmes is that radio sets remain out of order. There should be some provision for radio set repair.

(ii). Schools should be made aware of the school broadcast service. Dependence on A.I.R. alone for communicating with schools in this respect has not proved enough. Regular directives and circulars from the State Department of Education to the schools about school broadcasts may be of help. The curriculum guides issued by the Department from time to time clearly mention total number of periods in a week for various subjects but no mention is made about school broadcast period. There should be definite instructions from the State Department of Education in this respect.

(iii) School teachers are untrained in using radio as a medium for classroom instruction. They are not confident about the role they are to play along with school broadcast programme in the classroom. For the proper utilisation of school broadcast programmes it is necessary to orient school teachers in using radio as a medium for classroom instruction.
(iv) Guide-notes issued by a majority of the school broadcast units contain only programme schedule, evaluation sheets, and some guidelines for using school broadcast programmes. Scope of each programme to be broadcast is not spelt out. Scope of each programme should be spelt out. It will be quite helpful to school teachers in integrating school broadcasts into classroom instruction.

6.7.2 RECEIVING END

1. Listening facilities in schools should be adequate. As in villages, electricity breakdown is very frequent, it would be better if such schools have battery sets.

2. Illustrative aids related to a particular programme should be supplied to schools by State Department of Education.

3. Provision should be made for school broadcast period in regular time-table of schools.

4. Guide-notes containing scope of each programme should be produced by A.I.R. and disbursed to schools.

5. There is a problem of multisections in a grade. All sections do not have period of same subject at the same time due to limited staff. This problem can be solved by providing tape recorders to schools. If all sections in a grade have period of the subject to be
broadcast at the same time, then either there should be extension speakers in all classrooms or separate radio receivers.

6 A class using school broadcast programme should have limited number of students. It should not be overcrowded.

7 School teachers should be trained in using school broadcast programmes for classroom instruction. Pre-, during-, and post-broadcast activities should be carried out.

8 Demonstration lessons should be given in schools regarding using school broadcast programmes for classroom instruction.

9 If a programme is lengthy, then, instead of presenting the whole programme within a single broadcast, it will be better to present it in parts.

10 The programmes should be broadcast with suitable speed.

11 There is one programme for each grade per week. As such, it is difficult to synchronise school broadcast schedule and school schedule. The frequency of the programmes should be increased. Instead of one programme for each grade per week, it may be better to broadcast more programmes for a few grades per week.

12 Students should be invited for participation in the preparation and presentation of school broadcast
programmes. Besides syllabus oriented programmes, general knowledge programmes, debates, quiz, and student forums should also be broadcast to enhance students involvement in these programmes.

13 Schools should keep listening records, and it may be observed by the State Department of Education.

14 A programme which is broadcast during school hours should be rebroadcast regularly out of school hours.

15 Students and teachers should send regular feedback to the producers.

16 Liaison officer, and D.E.O.s should take active part in school broadcasts.

17 There should be co-ordination between A.I.R., schools, and State Department of Education in organising school broadcasts. State Department of Education may initiate action for including school broadcast programme as a part of regular school time-table.

6.7.3 COLLEGES OF EDUCATION AND SCHOOL BROADCASTS

1 Pupil-teachers should be trained in utilising school broadcast programmes for classroom instruction. School broadcast programmes may be integrated in their classroom lessons by pupil-teachers and evaluated by teacher-educators.
2 Pupil-teachers should listen to school broadcast programmes and offer suggestions to A.I.R. for improving these programmes.

3 Pupil-teachers should be offered 'planning, production, and utilisation of school broadcasts' as a special field at B.Ed. level.

4 Colleges of Education should co-ordinate with A.I.R. in the planning, production, and utilisation of school broadcast programmes.

6.8 SUGGESTIONS FOR FURTHER STUDIES IN THE FIELD

The present investigation is just one attempt at studying the school broadcast programmes. There could be several diverse perspectives from which this system can be studied in order to develop a wholistic understanding of the same. Listed below are a few suggestions regarding the possibilities of further studies in this area:

1 Studies may be undertaken on the effectiveness of the 'Teach English' and 'Learn English' programmes for school teachers and students in Gujarat State.

2 Studies may be conducted on the effectiveness of English lessons produced by C.I.E.F.L., Hyderabad for primary and secondary school students.

3 Studies may be conducted on the effectiveness of the radio-cum-correspondence inservice teacher training courses in India.
Organisation and utilisation of the school broadcast programmes may be studied very critically in different States in India.

Studies may be undertaken to find out the relative effectiveness of different media mix, such as,

(a) Printed matter, slides, radio, and teacher
(b) Printed matter, slides, and teacher
(c) Printed matter and teacher

The cost effectiveness of the two different media mix may be compared in instructional process,

(a) Teacher, printed material, radio
(b) Teacher, printed material, T.V.
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