CHAPTER - VI

SUMMARY AND CONCLUSIONS

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 methodo-
logy. 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 trans-
mitted 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 teacherifrom 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*ed* 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 28: Data collected through questionnaires

S a m p l e	Numberoof Questionnaires mailed	Number of questionnaires received
Producers of educational broadcasts	35	27
Script writers	135	88
Headmasters	26	11
Teachers	26	11
Students	260	107
Principals of Colleges of Education	100	52

6.4.4   ANALYSIS OF THE DATA

The data collected through questionnaires, obser-
vations 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 alongwith 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 alongwith 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.

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

13   No systematic attempts are made to monitor the programmes

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

15   A majority (67%) of the secondary schools in the regions of different A.I.R. stations are not equipped with radio reciever 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

1   The listening facilities in the schools are inadequate.

2   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.

3   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.

4   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.

5   School teachers are not trained in using radio as

a medium for classroom instruction. In the absence

of such a training they feel diffident about the role

they have to play alongwith school broadcasts in the

classroom.

6   Pre-, during-, and post-broadcast activities are not

carried out in most(90%) of the schools.

7   There is one programme for each grade per week.

Obviously, there is a limited coverage of school

syllabus through these programmes. The school broad-

casts schedule and schools' schedules are not

synchronized.

8   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.

9   There is no systematic arrangement for providing

feedback to the Producers.

10   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.

(c)   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 inte-

        grated 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.

6.7.1   TRANSMITTING END

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 effectivate 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 syste-
matically. 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 alongwith 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 over-crowded.

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 classroo 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.

4   Organisation and utilisation of the school broadcast programmes may be studied very critically in different States in India.

5   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

6   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.
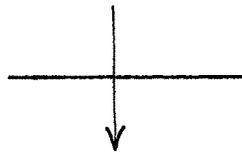
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