

## CHAPTER - II

### PLAN AND PROCEDURE

#### 2.0 Introduction

In Chapter I was developed the rational framework of the present study with the presentation of the concept of school broadcast, and its place in educational systems, alongwith a review of the literature related to it, evolving out of which are the rationale and objectives of the study. The present chapter deals with a detailed description of the plan and procedure of carrying out the study as per its objectives.

At first the related literature was studied to gain an understanding of the various aspects of school broadcast programmes, such as, planning, production, and utilisation. Information about the functioning of the school broadcast units was collected through visits to school broadcast unit, A.I.R., Rohtak (Haryana), and Directorate General, A.I.R. New Delhi. The discussions with the staff of the school broadcast unit, A.I.R. Rohtak; the Chief Producer of educational broadcasts, Directorate General, A.I.R. New Delhi; and Assistant Director of educational broadcasts, Directorate

General, A.I.R. New Delhi, provided the data regarding different facets of school broadcasts. On the basis of the related literature, and the data collected as above, various aspects of school broadcasts were identified for studying further, such as, planning, production, transmission, and utilisation. The procedural details are given below:

## 2.1 PROCEDURE

The details about sampling, tools construction, data collection, and data analysis are given in the proceeding paragraphs.

### 2.1.1 Samples

For studying the functioning of school broadcast units (Objective I), all the 35 A.I.R. stations (A.I.R., 1979) mentioned below which are producing school broadcast programmes constituted the population for the study.

<u>A.I.R. stations</u>	<u>State or Union Territory</u>
Ahmedabad, Baroda, Bhuj, Rajkot	Gujarat
Bombay, Nagpur, Pune	Maharashtra
Jaipur	Rajasthan
Simla	Himachal Pradesh

<u>A.I.R. stations</u>	<u>State or Union Territory</u>
Patna	Bihar
Jullundur	Punjab
Gauhati	Assam
Cuttack	Orissa
Madras, Tiruchi	Tamil Nadu
Calicut, Trivandrum	Kerala
Panaji	Union Territory of Goa
Kohima	Nagaland
Delhi	Union Territory of Delhi
Allahabad, Lucknow	Uttar Pradesh
Bhopal, Indore	Madhya Pradesh
Jammu, Srinagar	Jammu and Kashmir
Calcutta, Kurseong	West Bengal
Hyderabad, Vijayawada	Andhra Pradesh
Bangalore, Dharwar	Karnataka
Shillong	Meghalaya
Port Blair	Andaman and Nicobar islands (India)
Rohtak	Haryana

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, Sringar; 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 by 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 work 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 these schools in Haryana State from which feedback was received by A.I.R. Rohtak during 1978-79. 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 (say 4th, 9th, 14th, 19th, 24th, 29th, 34th, 39th, 44th, and 49th students from the roll call register). The utilisation of the 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)

### 2.1.2 Tools

The tools used by the investigator consisted of questionnaires, observation schedule, and interviews. The details about the tools are stated below:

#### (a) Questionnaires

The items in the questionnaires consisted of the following response modes:

- (i) Multiple choice;
- (ii) Yes/No;
- (iii) Rating;
- (iv) Supply words/figures; and
- (v) Open ended.

The following questionnaires were developed:

1. Questionnaire for the Producers of educational broadcasts;
2. Questionnaire for the script writers;
3. Questionnaire for the students;
4. Questionnaire for the teachers;
5. Questionnaire for the headmasters; and
6. Questionnaire for the Principals of Colleges of Education.

The details about the questionnaires are stated below:

1. Questionnaire for the Producers of educational broadcasts

There were 31 items in the questionnaire. It covered the following aspects:

- (a) Transmission of school broadcast programmes;
- (b) Planning and administration of school broadcast programmes;
- (c) School broadcast scripts - preparation, and evaluation; and
- (d) Support to and from schools with respect to school broadcast programmes.

Transmission of school broadcasts includes year of inception of school broadcasts at A.I.R. stations, regions covered through school broadcasts; and number of channels available for school broadcast programmes.

Planning and administration of school broadcasts includes staffing pattern of the producers; planning of the programme series; co-ordination between A.I.R. and the various agencies in conducting school broadcasts; feedback from the target listeners; provision for training the producers, script writers, and school teachers; and expenditure involved on school broadcasts.

School broadcast scripts - preparation, and evaluation includes selection of script writers; remuneration to script writers; different formats of programmes preferred by the

Producers; and evaluation of the programme scripts.

Support to and from schools with respect to school broadcasts includes nature of school broadcasts; publicity of school broadcasts; support material; provision for school broadcast periods in school time-table; integration of classroom lesson with the topic broadcast; duration of school broadcasts; interest of school teachers and students in school broadcasts; compulsory utilisation of school broadcasts; school broadcasts out of school hours; re-broadcasting of school broadcasts; number of schools in regions of different A.I.R. stations, number of schools having radio sets; and suggestions of Producers for improving school broadcasts.

## 2. Questionnaire for the script writers

There were 22 items in the questionnaire on the preparation and evaluation of the school broadcast scripts covering: selection of script writers; remuneration to script writers; training to script writers on preparing scripts; help that script writers get from A.I.R. in preparing scripts; audience analysis; time that script writers get to prepare scripts; various aspects that script writers keep in mind while preparing scripts; formats used; evaluation of programme scripts; time in advance when scripts are kept ready before broadcast; reactions of script writers regarding preparing scripts; recording of programmes; whether script writer and programme presenter be same person or different; re-broadcasting

of programmes and modifications; views of script writers regarding advantages of school broadcast programmes; and suggestions of script writers for improving school broadcasts.

### 3. Questionnaire for the students

There were 39 items in the questionnaire. It was in Hindi for the facility of the students in the region. It covered different factors presented below:

Listening facilities in schools; number of programmes listened by students; opinions of students regarding programme presentation; listening records maintained on the programmes in schools; feedback provided to the A.I.R. by students; reactions of students to school broadcast programmes; students' participation in programme-preparation and presentation; and suggestions of students for improving school broadcast programmes.

### 4. Questionnaire for the teachers

There were 41 items in the questionnaire. It covered the following factors:

Support material received by schools from the A.I.R.; suitability of the time of broadcast to schools; school broadcast programmes listened by teachers; pre-, during-, and post-broadcast activities performed in schools; evaluation of the learning outcomes of a school broadcast programme in

students; opinions of teachers regarding utility of school broadcasts; factors impeding utilisation of school broadcasts in schools; opinions of teachers regarding frequency of school broadcast programmes; responses of teachers regarding re-broadcasting of school broadcast programmes; and suggestions of teachers for improving school broadcast programmes.

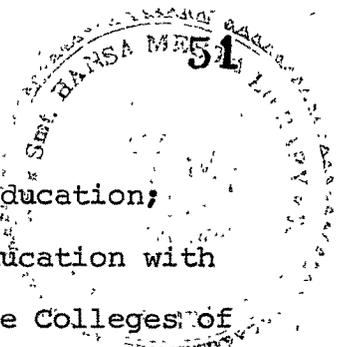
5. Questionnaire for the headmasters

There were 31 items in the questionnaire. It covered the following factors:

Listening facilities in schools; provision for school broadcast period in school time-table; factors impeding utilisation of school broadcasts in schools; opinions of headmasters about timings of the broadcasts; opinions of headmasters about compulsory utilisation of school broadcast programmes; evaluation reports sent to the A.I.R. by schools; visits of A.I.R. staff to schools for observing functioning of school broadcasts; views of headmasters regarding utility of school broadcast programmes; and suggestions of headmasters for improving school broadcast programmes.

6. Questionnaire for the Principals of Colleges of Education

There were 23 items in the questionnaire. The following aspects were covered:



Audio visual facilities in Colleges of Education; co-ordination between A.I.R. and Colleges of Education with respect to school broadcast programmes; role the Colleges of Education can play in the planning, production, and utilisation of school broadcast programmes; working together of the educators and media specialists; integration of school broadcasts into the school system; measures for effective organisation of school broadcasts; and suggestions of the Principals for improving school broadcasts.

(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. There were fourteen items in the observation schedule. Ten items out of the fourteen were rating type, each one having different scale divisions. Four items were yes/no type. The observation schedule covered the following aspects:

Clarity of sound; adequacy of teaching points; logical sequence of teaching points; handling of the individual teaching points; speed of narration; level of language; quality of presentation; pupils' interest in the programme; relation of the subject matter to the school syllabus; relation of the subject matter to the age level of the students; awareness of the day, time, and topic of the programme in advance among students; pre-broadcast activities; during broadcast activities; and post-broadcast activities.

(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.

The tools constructed by the investigator were revised on the basis of the suggestions from the Chief Producer of educational broadcasts, Directorate General, A.I.R., New Delhi; Assistant Director of educational broadcasts, Directorate General, A.I.R., New Delhi; Producer of educational broadcasts, A.I.R. Rohtak, regarding content coverage; and the two judges from the Centre of Advanced Study in Education, M.S. University of Baroda, regarding mode of responses, and organisation of the tools.

2.1.3 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:

(1) 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 by 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 broadcast 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 1.

#### 2.1.4 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

Table 1: Data collected through questionnaires

Sample	Number of 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

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.

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