

CHAPTER - III

TRANSMITTING END

3.0 Introduction

The effectiveness of school broadcast programmes depends upon their organisation at the Producers' end. The organisation of school broadcast programmes includes regions covered through the school broadcasts; channels available; staffing pattern of the producers; planning of the programmes; co-ordination between A.I.R. and the various agencies in conducting school broadcast programmes; feedback from the target listeners; provision for training the producers, script writers, and school teachers; expenditure involved on school broadcasts; preparation and evaluation of the programme scripts; and support to and from schools with respect to school broadcasts. Objective 1 of the present investigation is to study the functioning of the school broadcast units with respect to the various aspects mentioned above, presented under the following four headings:

1. Transmission
2. Planning and administration
3. School broadcast scripts - preparation and evaluation
4. Support to and from schools with respect to school broadcasts.

In the following, are presented analysis of the data collected in respect of the above mentioned aspects, results, and discussion thereon.

3.1 TRANSMISSION

The data regarding transmission of school broadcasts collected from 27 Producers of educational broadcasts are presented in Table 2.

Table 2: Details of transmission of school broadcast programmes from 27 stations of A.I.R.

A.I.R. station originating SBPs	Year of inception	Relaying station(s)	Regions covered
Calcutta	1937	Siliguri	West Bengal (partly)
Delhi	1938	nil	Delhi
Madras	1938	Coimbatore, Pondicherry, Tiruchi, and Tirunelveli	Chiragpur, Coimbatore, Dharamapuri, Kanyakumari, Madras, Madurai, Nilgiris, North Arcot, Pondicherry, Pudukottai, Ramnad, Salem, South Arcot, Tanjore, Tiruchi, and Tirunelveli
Bombay	Not available	Pune broadcasts on the same day at the same time as Bombay. Sangli relays Pune. Aurangabad, Parbhani, Jalgaon, Nagpur, and Ratnagiri broadcast next week	All the districts of Maharashtra State

Table 2 (continued)

A.I.R. station originating SBPs	Year of inception	Relaying station(s)	Regions covered
Tiruchi	1940	Coimbatore, and Tirunelveli	Coimbatore, Kanyakumari, Madurai, Nilgiris, Pudukottai, Ramnad, Salem, Tanjore, Tiruchi, and Tirunelveli
Trivandrum	1951	Calicut, and Trichur	Alleppey, Calicut, Cannanore, Central Kerala, Ernakulum, Idikki, Kottayam, Malappuram, North Kerala, Palghat, Quilon, Trichur, and Trivandrum.
Lucknow	1952	Allhabad, Gorakhpur, Rampur, and Varanasi	All the districts of U.P.
Patna	1952	Bhagalpur	All the districts of Bihar
Nagpur	1953	Aurangabad Parbhani, Bombay, Jalgaon, Pune, and Ratnagiri broadcast. Sangli relays Pune.	<p>i) Akola, Amravati, Bhandara, Chandrapur, Nagpur, Wardha, and Yeotmal.</p> <p>ii) Aurangabad, Beed, Nanded, Parbhani, Usmanabad, and Zalna.</p> <p>iii) Bombay city and suburbs, Raigarh, and Thane.</p> <p>iv) Buldhana, Dhule, Jalgaon, and Nasik.</p> <p>v) Ahmednagar, Kohlapur, Pune, Sangli, Satara, and Sholapur.</p> <p>vi) Raigarh, and Ratnagiri.</p>

Table 2 (continued)

A.I.R. station originating SBPs	Year of inception	Relaying station(s)	Regions covered
Ahmedabad	1954	Baroda, Bhuj, and Rajkot	All the districts of Gujarat.
Jullundur	1954	nil	Amritsar, Bhatinda, Chandigarh, Faridkot, Ferozepur, Gurdaspur, Hoshiarpur, Jullundur, Kapurthala, Ludhiana, Patiala, Ropar, and Sangrur.
Jaipur	1956	Bikaner, Jodhpur, and Udaipur	Ajmer, Barmer, Bhilwara, Bikaner, Bundi, Chittorgarh, Dungepur, Jaipur, Jaisalmer, Jalaur, Kota, Marwar, Nagaur, Savaimadhapur, Sikar, and Tonk.
Pune	1956	Sangli relays. Bombay broadcasts on the same day at the same time. Aurangabad - Parbhani, Jalgaon, Nagpur, and Ratnagiri broadcast next week.	All the districts of Maharashtra State.
Hyderabad	1958	Cuddapah, Vijayawada, and Vishakhapatnam	All the districts of Andhra Pradesh
Simla	1959	nil	Bilaspur, Chamba, Hamirpur, Kangra, Kinnaur, Kulu, Lahulspiti, Mandi, Simla, Sirmaur, Solan, and Una.

Table 2 (continued)

A.I.R. station originating SBPs	Year of inception	Relaying station(s)	Regions covered
Cuttack	1960	Jeypore, and Sambalpur	Balasore, Bolangir, Cuttack, Dhenkanal, Ganjam, Kalahandi, Keonjhar, Koraput, Mayurbhanj, Phulbani, Puri, Sambalpur, and Sundargarh.
Gauhati	1960	Dibrugarh	Danang, Dibrugarh, Goalpara, Kannp, Lakhimpur, Mikirhills, Niwong, Sibasgar, and upper Assam.
Bangalore	1963	Bhadravathi, and Dharwad	Bangalore, Belgaum, Bellary, Chikkamagalur, Chitradurga, Coorg, Dharwad, Gulbarga, Hassan, Kolar, Mondya, Mysore, North Canara, Shimoga, and Tumkur.
Bhopal	1964	Ambikapur, Chattarpur, Gwalior, Indore, Jabalpur, Jagdalpur, Raipur, and Rewa.	All the districts of M.P.
Srinagar	1969	nil	Kashmir valley, that is, Anantnag, Badgam, Baramulla, Kupwara, Pulwama, and Srinagar.
Jammu	1976	nil	Doda, Jammu, Kathua, Poonch, Rajouri, and Udhampur.
Kohima	1976	nil	Kohima, Mokokchung, Mon, Phek, Tuensang, Wokha, Zunheboto.

Table 2 (continued)

A.I.R. station originating SBPs	Year of inception	Relaying station(s)	Regions covered
Kurseong	1976	nil	Cooch Behar, Darjeeling, Dinjapur, Jalpaiguri, Malda, and Sikkim.
Panaji	1976	nil	Goa
Port Blair	1976	nil	Andaman and Nicobar
Shillong	1976	nil	Shillong
Rohtak	1977	nil	Bhiwani, Gurgaon, Hissar, Jind, Karnal, Kurukshetra, Mohinder-garh, Rohtak, and Sonapat.

According to the additional information obtained through interviews with the Assistant Director of educational broadcasts, Directorate General, A.I.R., New Delhi, transmission of school broadcast programmes is through medium wave from most of the stations because the programmes are produced according to the regional needs. The distribution is single channel. The demands of other categories like music, news etc. are pressing. So, there is limited time available for school broadcast programmes.

3.2 PLANNING AND ADMINISTRATION

The data regarding this aspect were collected from 27 Producers of educational broadcasts. Under this aspect

the school broadcast programmes are studied with respect to:

- (i) Staffing pattern
- (ii) Planning
- (iii) Co-ordination with other agencies
- (iv) Feedback mechanism
- (v) Training and seminars
- (vi) Expenditure.

In the following are presented analysis of the data collected in respect of the above mentioned factors, results, and the discussion thereon.

(i) STAFFING PATTERN

The present staff pattern in different school broadcast units is presented in Table 3, as follows:

(ii) PLANNING

The smooth functioning of the school broadcast units depends on effective planning of the school broadcast programmes, which includes, drawing outlines of the yearly programme schedule, selection of the topics to be included in the school broadcast programmes, specifying the instructional objectives of each topic, provision for the support material and its distribution, provision for expected

expenditure, and developing the necessary infrastructure etc.

The responses of the Producers indicate the different aspects considered by the school broadcast units while planning school broadcast programmes. Details of these are presented in Table 5.

Table 5: Different aspects considered by the school broadcast units while planning school broadcast programmes

Aspects	Frequency	Percentage
1 No programmes on holidays	26	96
2 No programmes on examination days	22	81
3 Relevance in terms of school time-table	25	93
4 Relevance to the school curriculum	27	100
5 Relevance to instructional objectives	26	96
6 The mental level of listeners	26	96
7 The cultural background of listeners	23	85
8 Access of users to the medium	17	63
9 Attitude of users to the medium	15	56

Table 5 indicates that while planning the programmes four main aspects are emphasised: I - integration with the school programmes (1,2,3); II - relevance to the school curriculum, and instructional objectives (4,5);

III - characteristics of the learners (6,7); and IV - the medium (8,9). The percentage responses of the Producers reveal that the medium is not given as much emphasis as the other aspects. It means as compared to the other aspects mentioned above less care is taken about whether the target users have radio sets or not, and what are their attitudes towards radio as a medium for instruction.

The planning of the school broadcast programmes is done by the staff of the school broadcast units through the deliberations of the Subjectwise Planning Committees and Consultative Panels, which meet once or twice a year. The Subjectwise Planning Committees are expected to select the subjects and topics for the school broadcast programme and laydown objectives and scope of each topic. The Consultative Panel is supposed to monitor the school broadcasts and advise the school broadcast unit. The details about the planning committees are given below:

(i) Subjectwise Planning Committees

The subject experts constitute the Subjectwise Planning Committees. Fifteen out of the twenty-seven school broadcast units have the Subjectwise Planning Committees.

The responses of the fifteen Producers regarding how the Subjectwise Planning Committees contribute in

planning the school broadcast programmes at their stations are given in Table 6.

Table 6: Contribution of the Subjectwise Planning Committees in planning the school broadcast programmes

Responses	Frequency	Percentage
Offer suggestions regarding nature of the programmes	1	7
Select the topics for radio support	14	93
Laydown objectives of each topic	3	20
Help in preparing guide notes containing the scope of the particular programmes	3	20
Discuss the schedules of the programmes to be broadcast	2	13
Review the programmes broadcast	1	7

It can be observed from Table 6 that the percentage responses against the different aspects range from 7% to 20%, except against 'select the topics for radio support' where it is 93%. Percentage responses of the Producers reveal that at most of the school broadcast units objectives of each topic are not delineated and the scope is not spelt out. It may be inferred that the Subjectwise Planning Committees are not functioning properly.

Twelve school broadcast units out of the twenty-seven do not have Subjectwise Planning Committees. The planning

of the school broadcast programmes at these units is done by the staff of the school broadcast units.

(ii) Consultative Panel

Twenty-five school broadcast units out of twenty-seven have Consultative Panels. According to the responses of the 25 Producers, the members in the Consultative Panels belong to the following categories:

- I - Schools;
- II - Subject experts;
- III - Teacher education;
- IV - Adult education;
- V - State department of education;
- VI - Research agencies;
- VII - Akashvani; and
- VIII - Doordarshan.

According to the responses of the Producers the structure of Consultative Panels in different school broadcast units is as presented in Table 7.

The responses of the twenty-five Producers about the functioning of the Consultative Panels at their stations are presented in Table 8.

Table 8: Contribution of the Consultative Panels
in planning the school broadcast programmes

Responses	Frequency	Percentage
i Members of the Consultative Panels listen to the school broadcasts and offer suggestions with regard to their content, language, and presentation.	5	20
ii Keep the A.I.R. in touch with school broadcast listeners' reactions, and public opinion generally.	8	32
iii Offer suggestions regarding nature of the school broadcast programmes	18	72
iv Provide guidance for planning the outlines of the school broadcast programmes	16	64
v Offer suggestions regarding organisation of the school broadcast programmes	13	52
vi Approve the schedule of programme prepared by the Producers	1	4
vii Co-ordinate A.I.R. with Education Department and schools	2	8
viii Discuss difficulties faced in the field of school broadcasts and suggest measures for improvement	7	28

Table 8 reveals that a majority of the Consultative Panels are not functioning properly, particularly, with respect to monitoring the programmes, providing feedback to the A.I.R. stations from the listeners, and co-ordinating the A.I.R. station, with State Department of Education and schools as the percentage responses of the Producers against these aspects are 20%, 32%, and 8% respectively.

(iii) CO-ORDINATION WITH OTHER AGENCIES

School broadcast units involve several agencies in organising school broadcast programmes, such as, schools, colleges, State E.T. Cell, Secondary School Board, State Institute of Education, Regional Institute of English, Central Institute of English and Foreign Languages, Centre for Educational Technology, Departments of Extension Services. The different agencies co-ordinate in the following ways:

Selection of the grades, subjects, and topics for school broadcasts is done by the school broadcast units with the help of subject committees. The meetings of these committees are called by the school broadcast units. At three units, namely, Jaipur, Jammu, and Srinagar the meetings of these committees are called by the State E.T. Cells in co-ordination with the school broadcast units.

The programme schedules, guide notes etc. are planned, prepared and disbursed to schools by school broadcast units

in co-ordination with various agencies, such as, State E.T. Cell, Secondary School Board, S.I.E. at seven stations, namely, Ahmedabad, Cuttack, Hyderabad, Jammu, Jullundur, Simla, and Srinagar. At the remaining twenty stations it is done by the school broadcast units only. According to the Producer (E.B.), A.I.R. Rohtak, the Assistant Director of Public Instructions is expected to help in planning the programme schedule with the help of school teachers but it is not being done.

According to twenty-one Producers the State Departments of Education send circulars to the schools in their regions to include broadcast period in the regular time-table, whereas, according to six Producers no such circulars are sent to their schools. According to four Producers, although circulars are issued to the schools to include broadcast period in the time-table, but there is no provision for school broadcast periods in the school time-table. According to twenty-one Producers radio sets are supplied to the schools in their regions by the State Departments of Education, whereas, according to six Producers the radio sets are not supplied to the schools in their regions. According to the Producer of Educational Broadcasts, A.I.R. Ahmedabad, the State Department of Education provides 55% of the cost of radio sets to the rural schools, and 45% to the urban schools in Gujarat. In Tamil Nadu PTA has been providing radio receivers to schools. In Bombay, Delhi and

Simla Department of Education sends radio mechanics to schools to repair the sets.

Scripts for the programmes are invited by the Producers from the various agencies, such as, schools, colleges, S.I.E., State Institute of Science, and Regional Institute of English etc. English lessons (primary and secondary series) for school children are produced by C.I.E.F.L. Hyderabad which are used by almost all the A.I.R. stations. 'Teach English' and 'learn English' programmes are produced by H.M. Patel Institute of English, Vidyanagar, for the school teachers and students in Gujarat State in collaboration with A.I.R. Ahmedabad, and the State Institute of Education. Some programmes for school broadcasts are contributed by institutes like Kerala Association of Non-Formal Education and Development (KANFED), and Kerala Sastra Sahitya Parishad which are utilised in Kerala State. Some cassette programmes for the school children, based on the materials from the National Archives are produced as a part of the ERIC (Educational Research and Innovation Committee) programmes by C.E.T. of N.C.E.R.T. in collaboration with A.I.R. These cassettes are distributed to school libraries on request.

Department of Education, Government of West Bengal has its own school broadcast unit. It has set up its own studio and developed production facilities. The Department produces its own programmes for school children which are transmitted by A.I.R. In a project undertaken by the C.E.T.,

radio is being used as an important input in a multi-media programme for teaching Hindi as the first language to primary school children. A daily broadcast of 15 minutes for grade I is being produced by C.E.T., and transmitted by Jaipur, and Ajmer stations of A.I.R.

Radio-cum-correspondence inservice teacher training courses are arranged by A.I.R. in collaboration with agencies, such as, S.I.E., State Institute of Science Education, and Central Institute of Indian Languages, Mysore, etc. in Assam, Kerala, Maharashtra, and Tamil Nadu.

Different school broadcast units in collaboration with State E.T. Cell, C.E.T., Regional College of Education, Department of Extension Services, H.M. Patel Institute of English, Vidyanagar, etc. organise orientation courses for script writers.

State E.T. Cells in Andhra Pradesh, Jammu and Kashmir, Nagaland, and Utter Pradesh co-ordinate with A.I.R. Hyderabad, Radio Kashmir Jammu/Srinagar, A.I.R. Kohima, and A.I.R. Lucknow, respectively, in providing feedback from the schools, S.I.E. Himachel Pradesh co-ordinates with A.I.R. Simla in providing feedback from the schools. District Institute of Education in the twelve districts of Jammu and Kashmir co-ordinate with Radio Kashmir Jammu/Srinagar in providing feedback from the schools. D.E.O.s at four school broadcast units, viz.,

Ahmedabad, Calcutta, Hyderabad, and Pune act as liaison officers. State Educational Technology Officer acts as liaison officer at A.I.R. Patna. According to the Producer of educational broadcasts, A.I.R. Trivandrum, review lessons in science and maths are being broadcast in co-ordination with the DPI office. According to the Producer of Educational Broadcasts, A.I.R. Ahmedabad, the Department of Extension Services organises visits to schools about the functioning of school broadcasts. Agencies, such as, C.A.S.E., C.E.T. of N.C.E.R.T., State E.T. Cells are conducting researches on various aspects of school broadcasts.

(iv) FEEDBACK MECHANISM

For an effective functioning of the school broadcast programmes it is necessary for the Producers to get feedback from the users. The different modes through which feedback is provided are presented in Table 9.

Table 9: Different modes of feedback

Modes	Frequencies	Percentages
Letters from the listeners	24	89
Evaluation forms	26	96
Telephone calls from the listeners	11	41
Visits to schools by school broadcast unit staff	20	74
Visits of the listeners to school broadcast units	11	41
Through liaison officer	7	26
Through State Institute of Education	1	4
Through District Institute of Education	2	7
Through State E.T. Cell	5	19
Through the department of extension education	1	4

Table 9 indicates that the most common modes of feedback are letters and evaluation forms. At times the staff members from school broadcast units visit schools. Some feedback is obtained through visits of the listeners to school broadcast units and through telephone calls. The other sources of feedback are liaison officer, S.I.E., State E.T. Cell, D.I.E., and the department of extension education.

The numbers of schools from which feedback was received by different school broadcast units during 1978-79 are as given in Table 10.

Table 10: Feedback received by the different School Broadcast Units during 1978-79

School Broadcast Unit	Total No. of schools in the region	Number of schools having radio sets (a)	Number of schools from which feedback was received (b)	Feedback in % (a) : (b)
Gauhati	1400	500	300	60.0
Jullundur	17500*	2100*	200*	9.5
Lucknow	13820	3000	225	7.5
Madras	36101*	31802*	200*	0.6
Panaji	227	60	33	55.0
Port Blair	53	53	10	18.9
Rohtak	-	816	26	3.2
Shillong	60	30	15	50.0
Simla	1468	413	150	36.3
Srinagar	-	480*	95*	19.8
Tiruchi	35365*	22670*	200*	0.9

(In Table 10 the numbers marked with asterisk are the numbers of elementary plus secondary schools. The numbers which are

not marked with asterisk are the numbers of secondary schools only. Jullundur, Madras, Srinagar, and Tiruchi stations of A.I.R. conduct programmes for elementary as well as secondary school children, whereas, rest of the stations mentioned above conduct programmes for secondary school children only).

It can be observed from Table 10 that the feedback received by eleven school broadcast units ranges from 0.6% to 60% where school broadcast unit A.I.R. Gauhati has received maximum percentage (60%) of feedback while school broadcast unit A.I.R. Madras, which has the largest number of schools, received the minimum percentage (0.6%) of feedback. (Sixteen Producers out of the twenty-seven have not supplied information about the feedback received. They did not keep record of the feedback received).

The additional information obtained from the Producers of eight stations of A.I.R., namely, Ahmedabad, Bombay, Delhi, Jaipur, Jammu, Rohtak, Simla, and Srinagar through interviews with the investigator shows that the feedback is unsatisfactory. A few schools write letters to school broadcast unit regularly. Majority of the schools do not send the evaluation reports. The staff members from school broadcast units pay visits to schools rarely. Moreover, it has been found that the Audience Research Units of A.I.R. stations are preoccupied with matters pertaining to

different sections and as a result the programmes beamed at schools do not receive their requisite attention. Liaison officers have not come upto expectations in the execution of their work.

(v) TRAINING AND SEMINARS

Instruction through radio involves two major tasks, namely, production and utilisation. The academicians basically may not possess needed expertise in dealing with the medium like radio. The script writers even though having the mastery of the content in the subject area may not possess the necessary skills which are needed for writing scripts for radio broadcast. Further, it has been empirically revealed through studies by Biswal (1980); Joseph (1976); that school teachers are diffident about the role that they are expected to play with a medium like radio in the classroom. The points mentioned above indicate that the tasks of production are to a great extent of a technical nature. This points out to the need for seminars, workshops for various categories of persons involved in the production and utilisation of the school broadcasts.

(a) Training courses undergone by the Producers of Educational Broadcasts

Twenty-one Producers out of the twenty-seven have undergone training in the production of broadcast programmes at the agencies listed below:

- Staff Training Institute, New Delhi.
- Regional Training Centre, Hyderabad.
- Regional Training Centre, Shillong.
- Australian Broadcasting Commission (ABC), Australia.
- Asian Institute of Broadcasting Development (AIBD), Kuala Lumpur (Malaysia).
- British Broadcasting Corporation (BBC), UK.

According to the additional information obtained from the Producers through interviews, All India Radio recruits its educational broadcast personnel from among experienced teachers and educationists who have an aptitude for the medium. They are trained at A.I.R.'s Staff Training Institute at New Delhi, or at the two regional centres of the institute at Hyderabad and Shillong. It is ten days inservice training. Subsequent orientation is also given at the Staff Training Institute, New Delhi, or the two regional centres, or at specially held workshops. Some of the Producers have done training stints abroad in ABC, AIBD, and BBC. The Producers are no more sent to BBC for training because the training provided there does not suit Indian Conditions. ABC, and AIBD provide 14 weeks, and 4 weeks training, respectively, in the production of the broadcast programmes.

(b) Training to the script writers

According to twenty-one Producers out of twenty-seven, the different stations of A.I.R. conduct training programmes

for script writers in collaboration with various agencies, such as, C.E.T. of N.C.E.R.T., S.C.E.R.T., S.I.E., State E.T. Cell, and other educational institutions, such as, colleges of education, and H.M. Patel Institute of English, Vidyanagar.

(c) Training to the school teachers

According to thirteen Producers out of the twenty-seven, seminars on utilisation of school broadcast programmes are held by A.I.R. in collaboration with State E.T. Cell, S.I.E., colleges of education etc.

(vi) EXPENDITURE

Total annual budget of the A.I.R. stations, and annual allotment and expenditure on school broadcasts during (1978-79) are presented in Table 11.

It can be observed from Table 11 that the average annual expenditure on school broadcasts during 1978-79 was Rs.46,925-89 per school broadcast unit. 1.34 percent of the annual budget of All India Radio was spent on school broadcasts. The annual allotment on school broadcasts ranged from Rs.20,000/- to Rs.95,000/- among different school broadcast units, whereas, annual expenditure ranged from Rs.20,000/- to Rs.1,35,000/-. The annual expenditure of two of the school broadcast units, Hyderabad, and Madras was

Table 11: Total annual budget of the AIR stations, and annual allotment and expenditure on school broadcasts during 1978-79

AIR stations	Total annual budget of the station in Rs.	Annual allotment on S.B. in Rs.	Annual expenditure on S.B. in Rs.	% of S.B. expenditure to total annual budget	% amount spent on Remuneration to script writers	Staff salaries and public relations	Office expenditure and publications
Bhopal	-	39,000	39,000	-	-	-	-
Bombay	78,54,000	22,700	22,400	0.29	26.34	73.66	nil
Calcutta	-	25,000	20,000	-	-	-	-
Cuttack	-	34,000	34,000	-	-	-	-
Delhi	-	45,000	45,000	-	-	-	-
Gauhati	46,91,600	43,000	43,000	0.92	-	-	-
Hyderabad	-	95,000	1,00,000	-	-	-	-
Jampur	34,81,500	45,000	45,000	1.29	40.00	55.60	4.40
Jullundur	38,79,300	53,400	49,400	1.27	24.30	65.60	10.10
Kurseong	18,44,600	43,000	41,400	2.24	54.60	45.40	nil
Madras	71,86,900	82,000	1,35,000	1.88	27.90	27.90	42.90
Nagpur	22,00,000	20,000	20,000	0.91	-	-	-
Panaji	22,41,900	35,000	35,166	1.57	29.60	72.20	5.70
Port Blair	21,39,000	30,000	26,000	1.22	24.60	73.10	3.10
Rohatak	-	44,000	44,000	-	23.40	75.10	1.50
Shillong	-	-	45,600	-	-	-	-
Simla	25,00,000	54,700	44,700	1.79	-	-	-
Srinagar	-	55,000	55,000	-	36.36	54.55	9.09

(1) Average annual expenditure on school broadcasts per school broadcast unit = Rs.46,925.89
(ii) Average percentage of S.B. expenditure to annual total budget at different AIR stations = 1.34

Rs.1,00,000, and Rs.1,35,000/- respectively, whereas, at the remaining units it was lesser than Rs.50,000/- each. The annual expenditure of the school broadcast unit A.I.R. Madras exceeded the annual allotment by Rs.53,000/-, whereas, the annual expenditure of the school broadcast unit A.I.R. Hyderabad exceeded the annual allotment by Rs.5,000/- (The extra expenditure was sanctioned later according to the producers.)

The division of the total expenditure for various purposes, that is, remuneration to the script writers, staff salaries, office expenditure and publications etc. varied from unit to unit. School broadcast unit A.I.R. Madras did a lot of publications on school broadcasts. According to the additional information obtained from the Producer, 40.2% of the total amount was spent on publishing materials on school broadcasts.

According to twenty-one Producers out of twenty-seven the annual allotment on school broadcasts was sufficient, whereas, according to four of them it was insufficient. Two Producers did not respond.

The information presented above reveals that there is inadequate staff in many school broadcast units. Alongwith the vacant posts of Producer, Assistant Editor, Production Assistant, and Programme Secretary, some of the units need

additional staff in the same positions. It is perhaps due to the expansion in their work that these units have stated their needs for the additional staff in the same positions. Some of the units have expressed the need for other staff positions, namely, Field Reporter, Compere, and Liaison Officer. For the desired effectiveness in terms of content, quality, and suitability of the school broadcast programmes, it is a must for the Producers to get feedback from the receivers. Very often Producers find it difficult to get good presenters in time. But it is necessary to maintain uniform quality of presentation. Further, effective functioning of the school broadcast units depends on the co-ordination between school broadcast units and the various agencies involved in school broadcast programmes. It is because of the above mentioned factors that the Producers appear to have stated their needs for Field Reporters, Comperes, and Liaison Officers. Twelve school broadcast units out of the twenty-seven do not have Subjectwise Planning Committees. Obviously, selection of the grades, subjects, and topics at their 12 units is done by the staff of the school broadcast units. Subjectwise Planning Committees are not functioning effectively. No doubt, they select the topics for radio support, but instructional objectives of the particular programmes are not enunciated at a majority of the school broadcast units. Scope of the particular topics is not spelt out at most of the units. The Consultative Panels at most of the school broadcast units are not properly constituted.

Most of them have members drawn from only a few agencies out of those, which are involved in the organisation of school broadcast programmes. The Consultative Panels are not functioning effectively, particularly, with respect to monitoring the programmes, and providing feedback to the A.I.R. stations from the target population. There is not much co-ordination between A.I.R. and State Department of Education in planning the programme series. No systematic attempts are made to find out the needs of the target schools. Means of providing systematic feedback for improving the production and utilisation of school broadcast programmes have not been effectively identified and carried out. The evidence presented above reveals that the school broadcast programmes are neither well planned nor effectively executed.

3.3 SCHOOL BROADCAST SCRIPTS - PREPARATION AND EVALUATION

The data regarding this aspect were collected from 27 Producers of educational broadcasts, and eighty-eight script writers. The following factors were covered:

1. Selection of script writers;
2. Remuneration to script writers;
3. Training to script writers on preparing scripts;
4. Help that script writers get from A.I.R. in preparing scripts;
5. Audience analysis;
6. Time that script writers get to prepare scripts;

7. Various aspects that script writers keep in mind while preparing scripts;
8. Formats preferred and used;
9. Evaluation of programme scripts;
10. Time in advance when scripts are kept ready before broadcast;
11. Reactions of script writers regarding preparing scripts;
12. Recording of programmes;
13. Whether script writer and programme presenter be same person or different;
14. Re-broadcasting of programmes and modifications;
15. Views of script writers regarding advantages of school broadcast programmes; and
16. Suggestions of script writers for improving school broadcasts.

In the following, are presented analysis of the data collected in respect of the above mentioned factors, results, and the discussion thereon.

1. Selection of script writers

The script writers are casually booked for preparing scripts. All the 27 Producers have responded that talented persons from schools, colleges, universities teaching departments, State Institute of Education, State Institute of Languages, State Institute of Science Education etc. are contacted directly for preparing scripts. At four stations out of the 27 the script writers are also contacted in

consultation with the Heads of the various institutions. In case of radio-cum-correspondence inservice teacher training programmes they are selected on the basis of their performance in workshops held by A.I.R. stations in collaboration with other agencies. According to the information received from the Producer of educational broadcasts, A.I.R. Ahmedabad, script writers for 'Teach English - Learn English' programmes in Gujarat State are selected on the basis of their performance in workshops held by A.I.R. Ahmedabad in co-ordination with the State Institute of Education, and H.M. Patel Institute of English, Vidyanagar.

Seventeen Producers out of the 27 have responded that they find difficulty in locating good script writers. According to one of the Producers close booking is not allowed if outstanding script writers are available from the distant places.

The different ways A.I.R. stations select script writers are given in Table 12 alongwith the frequencies and percentage responses of the eighty-eight script writers.

Table 12: Different ways of selecting script writers

Ways	Frequency	Percentage
1 The script writer is directly contacted by the A.I.R.	79	90
2 Head of the institution of the script writer is asked by the A.I.R. to depute him/her	7	8
3 The script writer voluntarily offers for a programme	3	3
4 The script writer is selected on the basis of his/her performance in the workshops conducted by the A.I.R.	2	2

Table 12 reveals that a large majority (90%) of script writers are contacted directly by the A.I.R.

The data presented above reveal that most of the script writers are contacted directly by the A.I.R. A majority (63%) of the Producers find difficulty in locating effective script writers. It may be implied that the services of many effective script writers have not come to the fore.

2. Remuneration to script writers

According to the information obtained from twenty-seven Producers the remuneration to script writers ranges from Rs.40/- to Rs.200/- per script, depending upon the

expertise, experience, nature of programme, format, time duration etc. Rates of remuneration for feature and drama etc. are more than that for solo talks.

According to the information obtained from eighty-eight script writers the remuneration to them ranges from Rs.40/- to Rs.175/- per script. A majority (74%) of script writers get Rs.40/- to Rs.75/- per script.

Forty-eight percent script writers have responded that the remuneration is not adequate, whereas, according to fifty-two percent it is adequate.

3. Training to script writers on preparing scripts

According to the responses of eighty-eight script writers, 22% of them have received training on preparing scripts. Most (80%) of the script writers think that training on preparing scripts is essential. It is clear that a majority (78%) of script writers have not received training on preparing scripts.

4. Help that script writers get from A.I.R. in preparing scripts

According to the responses of 88 script writers, 48% of them get guidelines for writing scripts. 52% of them consult the Producers before writing scripts. 27% get library facilities in A.I.R. stations for preparing scripts.

22% get orientation on various aspects of preparing scripts. 38% get help from the Producers in different ways, such as, discussion on format and content; selection of words, and proper structures, collection of sound effects, and the material connected with the topic.

5. Audience analysis

Eighty-one percent script writers responded that they know the audience for whom they write. The responses of the script writers can be pooled into different categories as given in Table 13.

Table 13: Audience analysis

Responses	Frequency	Percentage
1. It is indicated in the contract sent by the A.I.R.	23	26
2. The programme is for the students of a particular grade	30	34
3. The script writer teaches students of the same grade.	8	9
4. The script writer tries out the script on the students.	1	1
5. On the basis of the feedback received from the audience	2	2
6. Being in the same region, the script writer knows the general standard of students	4	5
7. The script writer meets some of the students and teachers.	3	3
8. The script writer visits schools for onthe spot observations	1	1
9. The script writer imagines the kind of audience.	1	1

6 Time that script writers get to prepare scripts

According to the responses of the 88 script writers the time they get for preparing a script ranges from one day to two months. A majority (80%) of script writers get 7 to 30 days for preparing a script.

7 Various aspects that script writers keep in mind while preparing scripts

According to the responses of eighty-eight script writers, various aspects they keep in mind while preparing the scripts are presented in Table 14.

Table 14: Aspects that script writers keep in mind while preparing scripts

Aspects	Frequency	Percentage
1 Relevance of content to school syllabus	79	90
2 Understanding level of students	84	95
3 Interest of students	67	76
4 Cultural background of students	83	94
5 Providing additional information which may not be available with the classroom teacher	65	74

8 Formats preferred and used

According to the responses of the 27 Producers the different formats of programmes preferred by them are given in Table 15.

Table 15: Different formats preferred by Producers

Format	Frequency	Percentage
Talk	13	48
Drama	25	93
Feature	27	100
Dialogue	17	63
Discussion	19	70
Interviews	15	56
Quiz	22	81
Question-Answer	4	15
Story	6	22
Illustrated talk	2	7

Table 15 reveals that feature, drama, and quiz are the formats preferred by most (more than 80%) of the Producers.

The additional information regarding formats obtained from the 27 Producers through questionnaire is presented in Table 16.

Table 16: Views of the Producers regarding formats

Views	Frequency	Percentage
1. Feature is very communicative/ appealing/effective	18	67
2. Children enjoy feature and drama more than plain talks	4	15
3. Quiz is liked by most of the pupils because general knowledge is imparted to them through these programmes.	8	30
4. Lessons based on questions and answers between participating students and teachers create a classroom climate.	1	4
5. Song-stories and featurised stories are enjoyed and grasped quickly by primary school children.	2	7
6. Dialogues through singing and dramatisation become very interesting	1	4
7. Features are used for pupils, and talks for teachers	1	4

According to the responses of eighty-eight script writers the formats used by them are presented in Table 17.

Table 17: Formats used by script writers

Formats	Frequency	Percentage
Talk	62	70
Debate	22	25
Feature	39	44
Quiz	17	19
Discussion	41	47
Drama	24	27
Interview	13	15
Question-Answer	1	1
Story	2	2
Dialogue	1	1

Table 17 indicates that talk is the format used by a majority (70%) of the script writers.

The data presented above reveal that feature, drama, quiz etc. are the formats preferred by most of the Producers, whereas, talk is the format used by most of the script writers. Interviews with the Producers of educational broadcasts at eight stations of A.I.R., namely, Ahmedabad, Bombay, Delhi, Jaipur, Jammu, Rohtak, Simla, and Srinagar revealed that it is because of inadequate resources, such as, busy studios of A.I.R., non-availability of the participants, heavy work load of the school broadcast units, limited budget etc. that most of the programmes are produced in the form of talks.

9 Evaluation of programmes scripts

According to the responses of 27 Producers programme scripts are evaluated by them on the basis of different criteria presented in Table 18.

Table 18: Criteria for evaluating programme scripts

Criteria	Frequency	Percentage
1. Approach to the subject matter	27	100
2. Language used	24	89
3. Suitability to the medium	25	93
4. Form of presentation	27	100
5. Suitability to the audience	22	81

Table 18 reveals that while evaluating the programme scripts the above mentioned criteria are emphasised by most (more than 80%) of the Producers.

According to the responses of eighty-eight script writers, 45% of them evaluate scripts by discussing with their colleagues. According to 38% script writers self evaluation is enough, whereas, two percent script writers discuss the scripts with Producers. Forty-two percent script writers evaluate by trying out on the students. According to the additional information received from one script writer

it is done by recording the scripts on the tapes, playing to the students and teachers, and then inviting their comments.

10 Time in advance when scripts are kept ready before broadcast

According to the responses of eighty-eight script writers time in advance when scripts are kept ready before broadcast ranges from one day to thirty-days. According to a majority (74%) of script writers, scripts are kept ready five to fifteen days in advance.

11 Reactions of script writers regarding preparing scripts

According to 69% script writers preparation of scripts is always interesting, whereas, according to 50% script writers it is a challenge.

12 Recording of programmes

(a) Place, where programmes are recorded.

The responses of eighty-eight script writers are given in Table 19.

Table 19: Place, where programmes are recorded

Place	Frequency	Percentage
1. A.I.R. studio	88	100
2. Institution	2	2
3. Out Door	2	2

Table 19 reveals that most of the programmes are recorded in A.I.R. studios.

(b) Time in advance programmes are recorded before their broadcast

According to a majority (61%) of the script writers the programmes are usually recorded 1 to 7 days in advance before their broadcast, according to twenty percent 7 to 15 days before the broadcast, according to ten percent 15 to 20 days before the broadcast, whereas, according to eight percent the programmes are usually recorded 20 to 30 days in advance.

13. Whether script writer and programme presenter be same person or different

According to 66% script writers, script writer and programme presenter should be same person, whereas, according to 34% they may be different persons. The views of two script writers are given below:

- If the script writer and programme presenter is same person by his very tone and method of presentation he will be able to lay stress on the points he wants to.
- Some persons are eminently suited as broadcasters, whereas, others are good at script writing. Rarely a man is good at both.

14 Re-broadcasting of the programmes and modifications

According to 60% script writers their scripts have been broadcast more than once. According to 10% script writers their scripts were re-broadcast after modifications.

15 VIEWS OF SCRIPT WRITERS REGARDING ADVANTAGES OF SCHOOL BROADCAST PROGRAMMES

Views of the 88 script writers are presented below alongwith their frequencies within brackets.

- 1 Enriched learning experiences are provided through school broadcast programmes(23).
- 2 Various language skills, especially listening and speaking are developed through school broadcast programmes(29). Students listen to the programmes attentively as they know that if they miss something they may not be in a position to listen to it again(1). While listening to the school broadcast programmes the students are automatically trained on such linguistic aspects as pronunciation, articulation, intonation, volume, pitch, and sound(2). It adds to their vocabulary and develops speech style(1).
- 3 Elements of variety are offered in the teaching process through school broadcast programmes(12). New techniques and formats are introduced(2). Dramatic presentation(9), sound effects(4), and music(1) are appealing to the

students. Radio is a powerful auditory medium(7). It evokes imagination in the minds of children(19). Moreover, all of us like change. If the same teacher goes on teaching it becomes boring at times(1). A useful diversion from the monotony of the usual classroom is achieved through school broadcast programmes(7).

- 4 Through a medium like radio pupils can assimilate more within a short period, because the learning experiences are usually better organised than in the usual classroom teaching(2).
- 5 School broadcast programmes supplement classroom teaching(11). Topics which the school teachers find difficult may be taught through school broadcast programmes(5).
- 6 Teachers are also benefitted through the school broadcast programmes for the pupils. They get opportunity to learn more about the content, and methodology when they listen to these programmes(2).
- 7 General knowledge is imparted to the students through school broadcasts(13).
- 8 Radio is a mass medium available to even remote schools(4).

16 SUGGESTIONS OF SCRIPT WRITERS FOR IMPROVING SCHOOL BROADCASTS

Suggestions offered by eighty-eight script writers are presented below alongwith their frequencies within brackets.

- 1 The topics for the school broadcast programmes should be selected according to the needs of the audience(3).
- 2 Scripts for school broadcast programmes should be prepared by subject experts with teaching experience(10).
- 3 The programme should be presented by persons with suitable voice(3). For this there may be an audition for the presenters(2). The pronunciation of the presenter should be good(1). Use of sound effects should be done properly(1). Spoken words may be simple(1).
- 4 The selection of the programmer should be on the basis of merit(2). Script writers may be selected with care(1).
- 5 Topics of the choice of the script writers should be offered to them(8) with guidelines for preparing scripts(4). The script writers should get sufficient time for preparing scripts(5). A.I.R. may give all possible help in the preparation of the scripts, such as, library facilities, collection of sound effects etc.(3).
- 6 Orientation courses may be organised for the script writers on the various aspects of preparing scripts(28). There should be elocution(art of oral communication) for the presenters of the lessons(1).
- 7 The programmes may be prepared in the form of feature(7). Topics may be converted into features, skits, so that, the children may take more interest(1). Instead of solo talks the programmes may be prepared in the form of features(3).

- 8 Scripts may be tried out before broadcast(1). While broadcasting sample students group may be invited by A.I.R. as live audience(1).
- 9 There should be close co-ordination between All India Radio, State Department of Education, and schools, in the planning, production, and organisation of the school broadcast programmes(4).
- 10 Radio sets and other listening facilities, such as, illustrative aids, tape recorders, extension speakers etc. may be provided to schools(16).
- 11 Thirty-three script writers have responded that there should be broadcast period in school time-table, whereas, two script writers have responded that school broadcasts should be preferably after school hours. School time-table may be adjusted according to the broadcasting time(1).
- 12 According to two script writers the duration of broadcast (which is usually about 20 minutes) may be increased, whereas, according to one script writer, "Duration of a broadcast programme should in no case exceed 12 minutes. If the programme exceeds 12 minutes, it may be a composite programme".
- 13 The same programme may be broadcast twice a day(3).
- 14 The frequency of the school broadcast programmes may be increased(1).
- 15 Headmasters and teachers may take interest in the school broadcasts(1).

- 16 The programmes should be according to the comprehension level of the listeners(1).
- 17 Pre-, during-, and post broadcast activities should be conducted in the schools(3). Follow up should be done by school teachers(2). Response periods should be given during broadcast(1).
- 18 There should be children participation programmes(6).
- 19 There should be common forums of users, script writers, and producers(9).
- 20 A.I.R. may convene meetings of script writers where the tapes of the programmes from different States may be played before them(1).
- 21 According to four script writers rate of remuneration for the script preparation, and programme presentation may be increased. According to one of them, "The remuneration is certainly poor. As such for all the labour and pains undertaken by a script writer and presenter Rs.40/- is not adequate. It could be minimum Rs.100/-".
- 22 Feedback
 - (i) Teachers may motivate students to write to the producers their reactions to the school broadcast programme(1).
 - (ii) At the end of the programme the talker may throw some questions to the listeners, expecting the answers through post(1).

- (iii) A.I.R. may open a special letter time for students(1).
- (iv) Evaluation sheets may be sent to the schools(1).
- (v) There may be inspection team for the school broadcast programmes(1).
- (vi) Impact of each broadcast on the students may be studied scientifically(1).
- (vii) There may be periodical meetings of the script writers to discuss the feedback received(1).
- (viii) Suggestions and criticism extracts should be sent to the broadcasters so that they may get feedback(1).

The information presented above reveals that script writers are casually booked for preparing scripts. Most(90%) of them are directly contacted by A.I.R. There is no systematic process to select them. Rates of remuneration to script writers do not seem to be very encouraging as opined by forty-eight percent script writers. The services of many effective script writers have not come to the fore and are yet to be utilised. A majority(78%) of the script writers have received no training on preparing scripts. A majority (52%) of the script writers do not get guidelines for writing scripts. The contract forms issued by most of the school broadcast units to the script writers for obtaining scripts mention only the topic, target grade, date, and duration

of the programme. Elaboration of the objectives and the scope of the programme is left to the discretion of the script writer. Since different script writers may perceive a topic differently, this seems to allow a great deal of subjectivity. It also leaves room for variation in including total number of learning points in a particular programme, and in placing emphasis on different learning points. Except target grade most of the script writers do not know much about the audience profile. Feature, drama, quiz etc. are the formats preferred by most of the Producers, whereas, talk is the format used by majority(70%) of the script writers. It is perhaps because of inadequate resources, such as, busy studios of A.I.R., non-availability of participants, heavy work load of the school broadcast units, and limited budget etc. A majority(58%) of the script writers do not evaluate the script by trying out on the students. Substantial improvement could be expected in the programme quality through this process of evaluation. This involves monitoring the scripts on students/teachers to see whether they meet their educational objectives, and modifying them in the light of feedback. At times it might be necessary to monitor and modify a script more than once. According to a majority(66%) of script writers, script writer and programme presenter should be same person, whereas, according to 34% they may be different persons. It may be better if the script writer and programme presenter is same person. But some persons are suited as presenters, whereas, others are good at script writing.

3.4 SUPPORT TO AND FROM SCHOOLS WITH RESPECT TO SCHOOL BROADCASTS

The data regarding this aspect were collected from 27 Producers of educational broadcasts. The following factors were covered:

1. Nature of school broadcasts;
2. Publicity of school broadcasts;
3. Support material;
4. Provision for school broadcast periods in school time-table;
5. Integration of classroom lesson with the topic broadcast;
6. Duration of school broadcasts;
7. Interest of school teachers in school broadcasts;
8. Interest of school students in school broadcasts;
9. Compulsory utilisation of school broadcasts;
10. School broadcasts out of school hours;
11. Re-broadcasting of school broadcasts;
12. Number of schools in regions of different A.I.R. stations, and number of schools having radio sets; and
13. Suggestions of Producers for improving school broadcasts.

In the following, are presented analysis of the data collected in respect of the above mentioned factors, results, and discussion thereon.

1 Nature of school broadcasts

(i) Out of 27 school broadcast units, seventeen units broadcast programmes for elementary school students. All the 27 units broadcast programmes for secondary school students. Twenty-one units broadcast programmes for school teachers. The programmes for elementary school students are gradewise at five units, whereas, common for all grades at twelve units. The programmes for secondary school students are gradewise at all units. Programmes for students are of both types - syllabus based and non-syllabus based. Programmes for school teachers are on content, methodology, and various aspects of education in general.

(ii) Frequency of programmes for elementary school students ranges from 2 to 6 per week at different units. Frequency of programmes for secondary school students ranges from 2 to 12 per week at different units, but at most (19) of the units it is one programme for each grade per week. Most (18 out of 21) of the units broadcast one programme for school teachers per week.

(iii) The subjects covered in school broadcasts are varied, such as, regional languages and literature, English language, science, social studies, arts, current affairs etc.

(iv) Programmes are broadcast in regional languages, such as Assamese, Bengali, Gujarati, Hindi, Kannada,

Malayalam, Marathi, Nepali, Oriya, Punjabi, Tamil, Telugu, Urdu etc.

(v) Duration of school broadcast programme ranges from 15 minutes to 30 minutes at different school broadcast units.

(vi) There are activities oriented programmes at five school broadcast units out of twenty-seven. There are programmes on science subjects which contain demonstrations and experiments etc. There are some programmes on English teaching, and other subjects which are activities oriented.

(vii) Nineteen units out of 27 broadcast programmes on co-curricular activities. There are 'Magazine programmes', interviews with talented students, poem recitation, story telling etc. There are programmes, such as, quiz, debate, declamation, symposium, drama, 'antyakshari'. There are programmes on cultural activities of students, work education, physical education, social service, children' day, teachers' day, National Anthem, National Song, National Flag, autobiographies of men etc.

(viii) At twenty school broadcast units out of twenty-seven, pupils participate in the preparation and presentation of school broadcast programmes. They participate in a good number of programmes, both syllabus oriented and otherwise. They participate in play, feature, discussion, music, 'antyakshari', debate, quiz, symposium, opinion poll etc. There are students' magazine programmes, and composite programmes.

2 Publicity of school broadcasts

The different media through which the publicity of school broadcast programmes is done are presented in Table 20.

Table 20: Media through which publicity of school broadcasts is done

Media	Frequency	Percentage
1 Daily news paper	20	74
2 Programme schedule chart	27	100
3 Radio broadcasts	24	89
4 Circulars from Directorate of School Education	21	78
5 'Shivira Patrika' published by the State Department of Education	1	4
6 Monthly schedule printed in the School Education Board Magazine which is sent to schools by the Board	2	7

It can be observed from Table 20 that the most common medium for the publicity of school broadcasts is programme schedule chart. The Producer of educational broadcasts, A.I.R. Jaipur has responded that the publicity is done through 'Shivira Patrika' published by the State Department of Education. According to the Producers of educational broadcasts, A.I.R. Jullundur, and A.I.R. Caclutta, the publicity is done through the School Education Board Magazine sent to schools by the Boards.

3 Support material

According to information elicited from 27 Producers, 67% of them produce programme charts/guide-notes annually, whereas, 33% produce termwise.

A majority (70%) of school broadcast units send support material to all schools registered with the school broadcast units, 19% send to all schools in the State, whereas, 11% send to all schools in the State having radio sets.

The copies of support material distributed during 1978-79 by different school broadcast units are presented in Table 21.

Table 21: Support material distributed during 1978-79

A.I.R.	Programme charts	Guide notes	Any other material
Ahmedabad	1590	1590	nil
Bangalore	800	800	nil
Bhopal	1500	1500	nil
Calcutta	400	400	nil
Cuttack	3000	3000	nil
Delhi	1500	1500	nil
Gauhati	1200	1200	nil
Hyderabad	9500	9500	nil
Jaipur	2000	2000	nil

Table 21 (continued)

A.I.R.	Programme charts	Guide notes	Any other material
Jammu	300	300	Three-hundred copies of English Texts supplied by C.I.E.F.L. Hyderabad
Jullundur	16000	800	nil
Kohima	300	nil	nil
Lucknow	1500	1500	nil
Madras	37000	37000	nil
Nagpur	2400	1200	nil
Panaji	500	500	nil
Patna	1000	nil	nil
Port Blair	160	160	nil
Pune	2900	2900	nil
Rohtak	1100	nil	Eleven-hundred copies of English Texts supplied by C.I.E.F.L., Hyderabad
Simla	413	413	nil
Srinagar	480	480	Four-hundred and eighty copies of English Texts supplied by C.I.E.F.L., Hyderabad
Trivandrum	2500	2500	nil

Copies of the guide-notes received from the different school broadcast units reveal that twenty-seven percent school broadcast units presented the scope of each programme to be broadcast in guide-notes. At the remaining units the guide notes contained only programmes schedule, evaluation sheets, and guidelines for using school broadcasts.

4. Provision for school broadcast periods in school time-table

Forty-one percent Producers have responded that there is provision for school broadcast periods in school time-table, whereas, according to 59% there is no provision. The various reasons responded by the Producers for non-integration are presented below:

Forty-four percent Producers have responded that most of the times the radio sets in the schools are out of order. Thirty percent Producers have responded that teachers are not aware of the usefulness of radio as a medium for classroom instruction. According to thirty-three percent Producers teachers have negative attitude towards radio as a medium for instruction. Eleven percent Producers have responded that the school broadcast programmes have limited coverage of school syllabus. Nineteen percent Producers have responded that there is no co-ordination between State Department of Education and A.I.R. in organising school broadcasts. According to fifteen percent Producers time of broadcast does

not suit schools. According to four percent Producers it is a policy matter on which the State Government has not been able to take decision.

5. Integration of classroom lesson with the topic broadcast

According to responses of 27 Producers, sometimes school broadcast programme is related to the lesson which is being taught in classroom, sometimes which has been taught, whereas, at times it is related to the lesson which would be taught. It can be inferred that school broadcast programme schedule and school schedule are not well synchronized.

6. Duration of school broadcasts

Duration of school broadcast programmes is sufficient for the purpose of presenting the subject matter according to 89% Producers, more than sufficient according to 7% Producers, whereas, it is insufficient according to 4% Producers.

According to one Producer at present the duration of school broadcast programmes is 30 minutes at the station. According to him it may be curtailed to 20 minutes, for, even dramatised/featurised lessons for 30 minutes are likely to be tiring.

7. Interest of school teachers in school broadcasts

According to 33% Producers school teachers take interest in school broadcasts, according to 26% they take interest up to some extent, whereas, according to 41% Producers they do not take interest. The responses of Producers regarding why some school teachers donot take interest in school broadcasts are given below:

Fifty-six percent Producers have responded that there are inadequate listening facilities in schools. According to forty-eight percent Producers school teachers do not know how to **integrate** school broadcast programmes with classroom lessons. Eleven percent Producers have responded, that, to teachers media like radio and television are mere gimmicks meant for entertainment only and not for education. According to 26% Producers class teacher is always busy preparing students for examination through other media and does not find time to conduct school broadcasts. Seven percent Producers have responded that teachers are not aware of school broadcast programmes. According to four percent Producers headmasters do not encourage these programmes.

8. Interest of school students in school broadcasts

All the 27 Producers have responded that students take interest in school broadcasts.

9. Compulsory utilisation of school broadcasts

According to a majority (78%) of Producers, school broadcast programmes may be made compulsory for all schools.

10. School broadcasts out of school hours

Nineteen percent Producers think that school broadcasts may be broadcast out of school hours. According to one Producer these broadcasts should be listened in the actual classroom situation, but due to inadequate listening facilities some of the series might be broadcast out of the school hours, but then those programmes should be self contained in nature.

11. RE-BROADCASTING OF SCHOOL BROADCASTS

Twenty A.I.R. stations out of the twenty-seven re-broadcast school broadcast programmes during the same academic year. Six stations of A.I.R., namely, Bombay, Delhi, Gauhati, Nagpur, Panaji, and Pune re-broadcast the programmes daily in afternoon/evening. A.I.R. Cuttack re-broadcasts the programmes on Sundays. Four stations, viz., Hyderabad, Jullundur, Shillong, and Srinagar rebroadcast during vacation. A.I.R. Rohtak re-broadcasts during the preparatory leave for examination. A.I.R. Calcutta re-broadcasts just before the middle, and close of the academic year. Kurseong, Patna, and Port Blair stations of A.I.R. re-broadcast occasionally. A.I.R. Simla re-broadcasts the programmes during January-February for the summer closing schools which do not listen to the

programmes as broadcast during July-August, the annual break for the summer closing schools. A.I.R. Ahmedabad re-broadcasts the 'Teach English' programmes for English teachers in the same week. The programme for school teachers broadcast on 1st Saturday of a month is re-broadcast on subsequent Saturdays by Madras and Tiruchi stations of A.I.R. Six stations of A.I.R., namely, Bangalore, Bhopal, Jaipur, Jammu, Lucknow, and Trivandrum do not re-broadcast any programme in the same academic year. All the twenty-seven A.I.R. stations re-broadcast a few programmes during the next academic year.

The various reasons for re-broadcasting the programmes, as responded by the Producers are: listening facilities at home, suitability of the time of broadcast to the users, shift system in the schools, repeat value of the programme, substitute programme, work load, and the expenditure involved.

12 NUMBER OF SCHOOLS IN REGIONS OF DIFFERENT A.I.R. STATIONS, AND NUMBER OF SCHOOLS HAVING RADIO SETS

Number of schools in regions of different A.I.R. stations, and number of schools having radio sets, are given in Table 22, as responded by the Producers.

Table 22 reveals that about 33% of the total number of secondary schools in regions of different A.I.R. stations are equipped with radio sets. The percentage of secondary schools having radio sets ranges from 10 to 100 in the regions of different A.I.R. stations. Almost 100% secondary schools have radio sets in the regions of Delhi, Madras, and Port Blair stations of A.I.R. In the regions of A.I.R. Calcutta, and A.I.R. Kurseong ten percent secondary schools have radio sets. Data regarding the number of primary schools in the regions of different A.I.R. stations, and those having radio sets, were not available with many A.I.R. stations. The available data shows that the percentage of primary schools having radio sets in the regions of different A.I.R. stations ranges from 0 to 87. The percentage figures in the table reveal that primary schools in the regions of A.I.R. Madras and Tiruchi are far better equipped with radio sets, than those in the regions of the other A.I.R. stations. Most of the primary schools are not equipped with radio sets.

The information presented above reveals that most of the school broadcast units broadcast one programme for secondary school students per week. So, a very limited syllabus is covered through these programmes. Sometimes school broadcast programme is related to the lesson which is being taught in classroom, sometimes which has been taught, whereas, at other times it is related to the lesson which would be taught. Hence, the school broadcast programme schedule and school schedule are not well synchronized. The scope of

programmes is not spelt out in the guide-notes issued by a majority (73%) of the school broadcast units. So, the school teachers may find it difficult to integrate the school broadcast programme with the classroom lesson. A majority (67%) of the secondary schools in the regions of different A.I.R. stations are not equipped with radio sets. Most of the primary schools do not have radio sets. It is evident that the school broadcast programmes are beamed at the schools without developing a proper infrastructure of listening facilities.

13. SUGGESTIONS OF PRODUCERS FOR IMPROVING SCHOOL BROADCASTS

Suggestions offered by 24 Producers out of 27 are presented below alongwith their frequencies within brackets:

- 1 School broadcast unit should be an independent unit free from other constraints(2). More staff should be appointed in those units which are understaffed(4).
- 2 Various agencies, such as, S.C.E.R.T., S.I.E., State E.T. Cell, State Institute of Science Education, Regional Institute of English, and colleges of education should take interest in school broadcasts(2).
- 3 The number of school broadcast programmes should be increased(1). There should be a separate channel for school broadcasts(1).

- 4 There is non-availability of good script writers(10). Workshops should be conducted for the script writers(12). At least two compering voices should present the programme. For this comperes should be appointed at the school broadcast units(2).
- 5 More powerful transmitters may be provided to those stations who have low power transmitters(A.I.R. Shillong, One Kilo Watt), so that, they may have more coverage, and more clientele may be benefitted(1).
- 6 Many schools do not have radio sets, particularly, those in the rural areas(1). The schools should procure radio sets(17).
- 7 There is the problem of multi-section classes. Most of the schools cannot accommodate one subject in more than one section in one particular period of the routine because of limited staff in each subject, and as such, during the broadcast period only those sections which have the same subject as that of the broadcast in that particular period can listen to the school broadcast programme. There are schools with as many radio sets as there are sections in each class. There are schools with radio sets connected with several extension speakers. But none of the facilities mentioned above could solve the problem. One of the solutions for multi-section classes seems to be that there should be tape-recorders in the schools alongwith radio sets(1).

- 8 Timings of the broadcast do not suit some of the schools. So, there should be storage and retrieval facilities. Schools may be equipped with the cassette tape recorders(1).
- 9 Most of the school teachers do not know how to use the school broadcast programme for classroom instruction. Teachers should be trained in using radio as a medium for classroom instruction(5).
- 10 Children participation in the preparation and presentation of the school broadcast programmes may be encouraged(2).
- 11 According to one Producer 'although the State Department of Education shows initial enthusiasm and willingness to do everything for the success of the school broadcasts, that is, to make the schools listen to these broadcasts, by and by they fade away, and ultimately these programmes are virtually wasted'. According to another Producer 'the Director of Public Instruction, Assistant Director of Public Instruction, and District Education Officers are taking no interest in school broadcast programmes'.

The Producers have responded that proper arrangements for regular listening of the school broadcast programmes should be made in the schools by State Department of Education.

- 12 There should be co-ordination between A.I.R., State Department of Education, schools, and other agencies in organising school broadcast programmes(1).

- 13 There is no systematic arrangement for providing feedback from the target users(8). Research wing may be allocated(1). There should be an Audience Research Officer attached with the school broadcast unit(1). School broadcast unit staff should pay visits to schools during broadcast(1). Conveyance facilities may be provided to the school broadcast units for field work(4). Regular inspection may be done by the State Department of Education during broadcasting of the programmes(2). The State Department of Education may come forward for the evaluation of the school broadcast programmes(1).
- 14 Surveys should be conducted on school broadcasts to know the needs of the audience, and the extent of their utilisation(1).

Conclusions

From the details presented above it may be noted that the school broadcast programmes are not well organised. There is not sufficient co-ordination between school broadcast units and State Department of Education in different States in organising the school broadcast programmes. No systematic attempts are made to ascertain the needs of the target users with respect to subjects, topics, grades etc. Objectives of the particular programmes are not enunciated at most of the school broadcast units. Scope of particular programmes is not spelt out at most of the school broadcast units. The

distribution is single channel at most of the A.I.R. stations. There is limited time available for school broadcast programmes. Most of the school broadcast units transmit one programme for each grade per week. Very limited syllabus is covered through these programmes. As such, it is difficult to synchronize school broadcast schedule and school schedule. Most of the script writers are directly contacted by A.I.R. stations. There is no systematic process to select them. The services of many effective script writers have not come to the fore and are yet to be utilised. A majority of the script writers have received no training on preparing scripts. A majority 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. Except target grade most of the script writers do not know much about the audience profile. A majority of the script writers do not evaluate the programme scripts by trying 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 of the schools in the regions of different A.I.R. stations are not equipped with radio receiver sets. The school broadcast programmes are beamed at schools without developing a proper infrastructure of listening facilities.

The school broadcast programmes have to be organised effectively for their meaningful integration into the classroom instruction.

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