

CHAPTER - IVRECEIVING END4.0 Introduction

School broadcasts were started from A.I.R. Rohtak (Haryana) from August 1, 1977. The transmission is single channel covering six districts, namely, Bhiwani, Hissar, Jind, Karnal, Rohtak, and Sonapat out of twelve districts in Haryana State. Three districts, namely, Gurgaon, Kurukshetra, and Mohindergarh are partly covered, whereas, remaining three districts - Ambala, Faridabad, and Sirsa are out of the range of the station. These programmes are broadcast during summer term (August 1 to August 31) from 8-40 a.m. to 9-00 a.m., and during winter term (September 1 to March 31) from 1-40 p.m. to 2-00 p.m. Grade, subject, and time schedule of the school broadcast programmes from A.I.R. Rohtak during 1978-79 are presented below:

<u>Grade</u>	<u>Subject</u>	<u>Day</u>
VI	English	Monday
VII	Hindi and Life Sciences	Tuesday (alternate)
VIII	Social-Studies	Wednesday
IX	English	Thursday
X	Social-Studies and Life-Sciences	Friday (alternate)

Also, there is a school broadcast programme for school teachers every Saturday which covers content, methodology, and various aspects of education in general.

Objective 2 of the present study is to find out the extent of utilisation of the school broadcast programmes. The utilisation of the school broadcast programmes was studied in the twenty-six selected schools in Haryana.

The number of schools having radio sets, and the school broadcast programme user schools as given by the Producer of educational broadcasts, A.I.R. Rohtak are presented in Table 23.

Table 23: Number of schools having radio sets, and the school broadcast programme user schools as given by the Producer of educational broadcasts, A.I.R. Rohtak

District	Schools having radio sets	Number of user schools given by the Producer
Bhiwani	94	nil
Gurgaon	120	nil
Hissar	119	19
Jind	64	4
Karnal	88	nil
Kurukshetra	64	nil
Mohindergarh	75	nil
Rohtak	135	2
Sonepat	57	1

The data were collected through questionnaires, observations, and interviews. Initially each one of the twenty-six schools was mailed a set of twelve questionnaires: one for headmaster, one for a teacher, and ten for students. Out of the twenty-six schools eleven schools responded to the questionnaires, whereas, fifteen schools did not respond. After this, the investigator paid personal visits to the twenty-six schools and collected information about the utilisation of school broadcast programmes through observations, and interviews with headmasters, teachers, and students.

Analysis of the data, results, and discussion are presented under four headings given below:

- (a) Students and school broadcasts;
- (b) Teachers and school broadcasts;
- (c) Headmasters and school broadcasts; and
- (d) Observations and interviews with respect to school broadcasts.

4.1 STUDENTS AND SCHOOL BROADCASTS

One-hundred and seven students from eleven schools in Haryana State (100 students from ten schools ten from each, and seven students from one school), out of the sample of 260 students from 26 secondary schools have responded to copies of a questionnaire which were mailed to them. The following factors were covered:

1. Listening facilities in schools;
2. Number of programmes listened by students;
3. Opinions of students regarding programme presentation;
4. Listening records maintained on the programmes in schools;
5. Feedback provided to the A.I.R. by students;
6. Reactions of students to school broadcast programmes;
7. Students' participation in programme - preparation and presentation; and
8. Suggestions of students for improving school broadcast programmes.

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

1. Listening facilities in schools

On the basis of the responses of one-hundred and seven students it was found that there are radio sets in all the eleven schools. In one school the radio set is out of order.

In eight schools students listen to school broadcast programmes in their classrooms, in one school in school hall, whereas, in one school outside in open air.

2. Number of programmes listened by students

Seventy-seven students from eight out of the eleven schools listen to one programme per week, twenty students from two schools listen to school broadcast programme rarely, whereas, ten students from the remaining one school are not listening to any programme because the radio set is out of order.

3. Opinions of students regarding programme presentation

Ninety-two students have opined that they could follow language of broadcast. Ninety-two students have opined that they could follow the style of presentation. Seventy-three students have opined that the speed of presentation of the programmes was fast.

4. Listening records maintained on the programmes in schools

According to the responses of ten students from one school, a listening record is maintained on school broadcasts in their school. In remaining ten schools listening records are not maintained.

5. Feedback provided to the A.I.R. by students

Thirty-seven students out of one hundred and seven from all the eleven schools have sent suggestions to the A.I.R. for improving school broadcast programmes.

6. Reactions of students to school broadcast programmes

Reactions of 107 students to school broadcast programmes are presented in Table 24.

Table 24: Reactions of students to school broadcast programmes

Sr. No.	STATEMENT	PERCENTAGE		
		Agree	Un-certain	Disagree
1	I like school broadcasts very much.	97	3	0
2	School broadcast programmes motivate me to know more and more.	94	3	3
3	I learn more during classes with school broadcasts than during classes without school broadcasts.	78	10	12
4	Classes with school broadcasts are more enjoyable than classes without school broadcasts.	89	9	2
5	If there is any doubt during broadcast, I cannot get it cleared immediately.	35	24	41
6	These programmes develop my knowledge and understanding.	90	8	2
7	These programmes improve my pronunciation.	86	4	10
8	These programmes increase my vocabulary.	80	14	6
9	School broadcast programmes are interesting.	94	6	0
10	Listening to these programmes is waste of time.	3	1	96

Table 24 (continued)

Sr. No.	STATEMENT	PERCENTAGE		
		Agree	Un- certain	Disagree
11	These programmes do not help in better understanding of the subject matter.	17	18	65
12	These programmes do not provide any valuable information.	9	12	79
13	These programmes give me joy in learning.	92	3	5
14	School broadcast programmes give me confidence in expressing myself.	76	17	7
15	Content and quality of the programmes need improvement.	82	11	6
16	Voice of talker is not interesting.	23	11	66
17	I get bored of direct talks.	51	14	35
18	Drama and feature are more interesting than talk.	89	7	4

Table 24 reveals that students have positive reactions to school broadcast programmes. A majority (89%) of the students find drama and feature more interesting than talk. According to a majority (82%) of the students there is a need to improve the content and quality of the school broadcast programmes.

7. Students' participation in programme - preparation and presentation

None out of the 107 students participated in the preparation and presentation of the school broadcast programmes.

8. SUGGESTIONS OF STUDENTS FOR IMPROVING SCHOOL BROADCASTS

Suggestions offered by 102 students out of the 107 are presented below alongwith their frequencies within brackets:

- 1 Radio sets should be provided to schools(9), and there should be provision for radio servicing(7).
- 2 There should be school broadcast period in school time-table(13).
- 3 Pamphlets and programme schedule charts should be supplied to schools well in advance(18).
- 4 Duration of broadcast period may be increased(26).
- 5 The programme should be rebroadcast daily(10).
- 6 Frequency of school broadcast programmes should be increased. There may be programmes on different subjects for a particular grade(9).
- 7 There may be programmes on Sanskrit. Sanskrit grammar may be given more importance. There may be programmes on English grammar and Hindi grammar(10).

8. There may be programmes on health and hygiene(7).
9. Speed of presentation of the programme should be slow(43).
10. Voice of presenter(s) should be clear(25).
11. The programmes should be presented in the form of feature (14), drama(9), and story(2).
12. Instead of presenting a big programme within 20 minutes, it would be better if the programme is divided into parts(18).
13. Meanings of difficult words may be told(7), and the language used should be simple and sweet(10).
14. Comprehension level of the programmes should not be above the grade level(9).
15. The programmes should be made interesting(17).
Programmes on English should be made interesting and simple(10).
16. Students may be given chance to take part in the production and presentation of the school broadcast programmes(34).
17. Headmasters and teachers should take interest in the utilisation of the school broadcast programmes(26).
18. There should be provision for answering the questions of students and clarifying their doubts, whenever they write to the A.I.R.(9). Letters of students should be replied by the Producers(32).

19. A.I.R. staff should visit schools to observe the functioning of school broadcast programmes (10).

From the responses of the students it is evident that there are radio sets in all the eleven schools. In one school the radio set is out of order. In eight schools students listen to the school broadcast programmes regularly, whereas, in two schools the listening is very rare. A majority (68%) of the students have opined that the speed of narration is fast in the programmes. Many of the students are critical about the voice of presenters, volume of subject matter covered in a broadcast, and level of the subject matter in relation to their age level characteristics. It seems no attempts are being made to monitor the programmes.

Some of the students have suggested that the frequency of the school broadcast programmes should be increased. At present there is one programme for each grade per week. So, there is a very limited coverage of syllabus. As such, it is difficult to synchronize school schedule and school broadcast programme schedule. Unless a close linkage is established between school broadcast in a subject, and classroom teaching during a week, it may be difficult to integrate school broadcasts into school lessons.

Some of the students have responded that headmasters and teachers should take interest in the utilisation of

school broadcast programmes. It implies that some of the headmasters and teachers are not interested in school broadcasts. None of the students are involved in the preparation and presentation of the school broadcast programmes. About 30% students have suggested that letters of the students should be replied by the producers. Perhaps the letters of the students are not replied by the producers. It seems no efforts are being made to motivate the students with respect to school broadcast programmes.

According to their responses the students have shown positive reactions to school broadcast programmes.

4.2 TEACHERS AND SCHOOL BROADCASTS

Eleven teachers out of the sample of twenty six have responded to the copies of a questionnaire which were mailed to them. The following factors were covered:

- 1 Support material received by schools from the A.I.R.;
- 2 Suitability of the time of broadcast to schools;
- 3 School broadcast programmes listened by teachers;
- 4 Pre-, during-, and post-broadcast activities performed in schools;
- 5 Evaluation of the learning outcomes of a school broadcast programme in students;
- 6 Opinions of teachers regarding utility of school broadcasts;

- 7 Factors impeding utilisation of school broadcasts in schools;
- 8 Opinions of teachers regarding frequency of school broadcast programmes;
- 9 Responses of teachers regarding re-broadcasting of school broadcast programmes; and
- 10 Suggestions of teachers for improving school broadcast programmes.

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

1. Support material received by schools from the A.I.R.

All the eleven teachers have responded that their schools received the programme schedule charts from the A.I.R. None of the schools received guidance notes.

2. Suitability of the time of broadcast to schools

Nine teachers out of the eleven have responded that the time of the school broadcast programme for students is suitable to their schools, whereas, according to two it is unsuitable.

3. School broadcast programmes listened by teachers

Ten teachers out of the eleven listen to the programmes for the students. None of the teachers out of the eleven listen to the programmes for the teachers.

4. Pre-, during-, and post-broadcast activities performed in schools

Pre-, during-, and post-broadcast activities performed in schools are presented below:

(a) Pre-broadcast activities

Nine teachers out of the eleven have responded that they explain to students what the broadcast would be about, and prepare them for listening to broadcast programme.

(b) During-broadcast activities

Nine teachers have responded that they keep a few notes on the broadcast for discussion later.

Eight teachers have responded that they write on the black-board names, dates, new words, and the like that are mentioned in the broadcast.

Three teachers have responded that they show the illustrative material, such as, pointing out location on a map, and the like.

(c) Post-broadcast activities

Five teachers have responded that students discuss points which they consider important in the broadcast.

Nine teachers have responded that parts of the broadcast are explained by them.

Four teachers have responded that sources where additional information about the topic of broadcast is available are suggested.

Five teachers have responded that students write about things suggested to them through the broadcast.

5. Evaluation of the learning outcomes of a school broadcast programme in students

Nine teachers out of the eleven have responded that they evaluate the learning outcomes of a school broadcast programme in the students by putting some questions to them on the subject matter of the broadcast just after the broadcast. One teacher has responded that it is done by administering a test to the students on the subject matter, just after the broadcast.

6. Opinions of teachers regarding utility of school broadcasts

Six teachers have responded that school broadcasts supplement what they teach.

Three teachers have responded that a variety of learning experiences are provided to students through school broadcasts.

Six teachers have responded that it is a pleasure for students to learn through school broadcast programmes.

7. Factors impeding utilisation of school broadcasts in schools

Five teachers have responded that there is no suitable place in school for listening to school broadcast programmes.

Ten teachers have responded that maps, charts, models, and other illustrative aids are not sufficient.

Six teachers have responded that electricity breakdown often creates disturbance.

One teacher has responded that the radio set is out of order.

According to the responses of all the eleven teachers none of them ha^{ve}~~z~~ received any training in using school broadcast programmes for classroom instruction.

According to the responses of all the eleven teachers, sometimes school broadcasts are related to the work which the class is doing, sometimes which the class has already done, whereas, at times which the class would be doing later.

8. Opinions of teachers regarding frequency of school broadcast programmes

Ten teachers out of the eleven have opined that there should be more school broadcasts in a week.

9. Responses of teachers regarding re-broadcasting of school broadcast programmes

Seven teachers have responded that school broadcast programme may be re-broadcast daily. Two teachers have responded that selected school broadcast programmes may be re-broadcast before the commencement of examination.

10. SUGGESTIONS OF TEACHERS FOR IMPROVING SCHOOL BROADCAST PROGRAMMES

Suggestions offered by eleven teachers are presented below alongwith their frequencies within brackets:

- 1 The State Department of Education should encourage school broadcast programme(2). There should be provision for school broadcast period in school time-table(4).
- 2 School broadcast programme should be before or after school hours, because then the programme can be utilised without disturbing the school schedule. Moreover, listening facilities in schools are inadequate. If the programme is before or after school hours it can be utilised without disturbing neighbouring classes(1).
- 3 There should be audio-visual section in schools(1). Every school should be equipped with a radio set (2). There should be alternative provision for battery and electricity in the radio set(1). There should be provision for radio repair(1). There should be place to accommodate all students in a grade for listening to school broadcast programme(1). Illustrative aids should be supplied to schools(5).
- 4 A.I.R. should have a planning committee for school broadcast programmes in which enough representation should be given to school teachers(1).
- 5 Teachers should be trained in using radio as a medium for classroom instruction(5).

- 6 Programme schedule charts and support material should be supplied to schools by A.I.R. well in advance of the beginning of the term(2).
- 7 Frequency of school broadcast programmes should be increased, so that, more syllabus can be covered, and school broadcast schedule is synchronized with school schedule(3).
- 8 A programme should contain as much subject matter as can be easily presented within the duration of broadcast (2).
- 9 The programmes should be broadcast with slow speed(3).
- 10 Time of broadcast may be increased(2).
- 11 The programmes should be made more interesting(2).
- 12 Students should be encouraged to take part in the preparation and presentation of school broadcast programmes(1).
- 13 Staff members from A.I.R. should visit schools to observe functioning of school broadcast programmes(1).
- 14 School broadcast programmes should be re-broadcasted daily after school hours(1).

The responses of the teachers reveal that listening facilities in the schools are inadequate. It is evident that the school broadcast programmes are beamed at the schools without developing a proper infrastructure of

listening facilities. Four teachers have suggested that there should be provision for school broadcast period in school time-table. It implies that there is no provision for school broadcast period in school time-table in some of the schools. None of the teachers have received any training in using school broadcast programmes for classroom instruction. In the absence of such a training they may not be confident about the role they have to play alongwith the school broadcasts in the classroom. There is one programme for each grade per week. It is clear from the responses of all the eleven teachers that sometimes the school broadcast programme is related to the work which the class is doing, sometimes which the class has already done, whereas, at times which the class would be doing later. It means classroom teaching, and school broadcast in a subject are not properly synchronized. In the absence of a close link between school schedule and school broadcasts, it becomes difficult for the schools to integrate these programmes in school lessons. In this respect the teachers are justified when they demand that the frequency of the school broadcasts should be increased. Some of the teachers have suggested that the school broadcast programmes should be re-broadcast daily after school hours. It may be because of the inadequate listening facilities in the schools. The utilisation of school broadcast programmes may be increased in this way, provided there are listening facilities outside, and the programmes are self contained in nature.

Some of the teachers are critical about the speed of presentation of subject matter, and the volume of subject matter covered in a broadcast. Some of the teachers have suggested that the support material should be supplied to schools by A.I.R. well in advance of the beginning of the term. At present the programme schedule charts and guide-notes etc. are sent to schools just at the beginning of the term. It may be difficult to incorporate the school broadcast periods in the school time-table at this stage. The points presented above indicate that the school broadcast programmes are not being monitored properly. Some of the teachers have suggested that they may be involved in the planning of the school broadcast programmes. Also, some of them have suggested that staff members from A.I.R. should visit schools to observe functioning of school broadcast programmes. It seems that there is not much co-ordination between A.I.R. and schools in organising school broadcasts. The programmes can be organised better if there is proper co-ordination between A.I.R. and schools.

The responses of the teachers with respect to the utility of school broadcasts indicate that they have positive reactions to school broadcast programmes.

4.3 HEADMASTERS AND SCHOOL BROADCASTS

Eleven headmasters out of the sample of twenty-six have responded to the copies of a questionnaire which were

mailed to them. The following factors were covered:

- 1 Listening facilities in schools;
- 2 Provision for school broadcast period in school time-table;
- 3 Factors impeding utilisation of school broadcast programmes in schools;
- 4 Opinions of headmasters about timings of the broadcasts;
- 5 Opinions of headmasters about compulsory utilisation of school broadcast programmes;
- 6 Evaluation reports sent to the A.I.R. by schools;
- 7 Visits of A.I.R. staff to schools for observing functioning of school broadcasts;
- 8 Views of headmasters regarding utility of school broadcast programmes; and
- 9 Suggestions of headmasters for improving school broadcast programmes.

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

1. Listening facilities in schools

According to the responses of the eleven headmasters all the eleven schools have one radio set each. In one school the radio set is out of order.

In eight schools students listen to school broadcast programmes in their classrooms where radio sets are carried for that period. In one school students listen to school

broadcast programme in general hall, in one school in geography room, whereas, in one school outside in open air.

2. Provision for school broadcast period in school time-table

According to the responses of all the eleven headmasters in none of the eleven schools there is provision for school broadcast period in school time-table. Students listen to school broadcasts in the periods of other subjects.

Responses of the eleven headmasters are given below:

Two headmasters have responded that school broadcast programme schedule is not well structured.

Three headmasters have responded that subject teachers are not always free during the broadcast period.

Two headmasters have responded that school broadcast programmes have very limited coverage of the school syllabus.

One headmaster has responded that due to more than one section in a grade, a period can not be allotted uniformly to one subject, that is, the subject of the broadcast.

One headmaster has responded that there is no provision for school broadcast period in school time-table by the State Department of Education.

3 Factors impeding utilisation of school broadcast programmes in schools

Five headmasters have responded that it is difficult to synchronise school broadcast programmes with regular classroom lessons.

Two headmasters have responded that timings of the broadcasts do not suit.

One headmaster has responded that there is no provision for school broadcast period in school time-table by the State Department of Education.

One headmaster has responded that radio set is very often out of order, and electricity breakdown is very frequent.

One headmaster has responded that there is no suitable place for listening to school broadcast programmes in the school.

Four headmasters have responded that school teachers are not trained in using radio as a medium for classroom instruction.

One headmaster has responded that school teachers are not interested in school broadcast programmes.

4 Opinions of headmasters about timings of the broadcasts

Opinions of the eleven headmasters about timings of the broadcasts are presented in Table 25.

Table 25: Opinions of headmasters about timings of the broadcasts

Time of broadcast	Frequency	Percentage
In early periods of school time-table	2	18
In middle periods of school time-table	5	46
In late periods of school time-table	1	9
Before school hours	1	9
After school hours	2	18

5 Opinions of headmasters about compulsory utilisation of school broadcast programme

Nine headmasters out of the eleven have responded that school broadcast programmes should be made compulsory for schools.

- 6 Evaluation reports sent to the A.I.R. by schools

According to the responses of all the eleven headmasters, none of the schools received evaluation sheets from the A.I.R. So, evaluation reports on school broadcasts were not sent to the A.I.R.

- 7 Visits of A.I.R. staff to schools for observing functioning of school broadcast programmes

According to the responses of all the eleven headmasters staff members from the A.I.R. did not visit their schools.

- 8 Views of headmasters regarding utility of school broadcast programmes

Two headmasters have responded that enriched learning experiences are provided through these programmes.

One headmaster has responded that these programmes keep the knowledge of teachers and students up to date.

One headmaster has responded that these programmes are comprehensive.

One headmaster has responded that these programmes are interesting.

Two headmasters have responded that language skills, specially, listening and speaking are developed through these programmes.

One headmaster has responded that teachers learn more about the contents and methods of teaching while listening to the school broadcast programmes for students.

9 SUGGESTIONS OF HEADMASTERS FOR IMPROVING SCHOOL BROADCAST PROGRAMMES

Suggestions offered by the eleven headmasters are presented below alongwith their frequencies within brackets.

- 1 There should be provision for school broadcast period in school time-table by the State Government(2).
- 2 Schools should be equipped with radio sets(1), and there should be provision for radio repair(1).
- 3 Support material should be sent to schools in advance of the beginning of term. Charts, models, maps, and other illustrative aids may also be supplied(1).
- 4 Subjects and topics should be selected according to the needs of the schools(1).
- 5 Subject matter may not be beyond the prescribed syllabus(1).
- 6 Duration of the broadcast period may be increased(1).

- 7 There should be meetings of headmasters with the producers from the A.I.R., and officers of the State Department of Education regarding functioning of school broadcast programmes(2).
- 8 There may be provision for inspection regarding utilisation of school broadcasts in schools from the State Department of Education(1).
- 9 Staff members from the A.I.R. should visit schools for observing functioning of school broadcast programmes(1).

The responses of the headmasters reveal that the listening facilities in the schools are not adequate. It is evident that the school broadcast programmes are beamed at the schools without developing a proper infrastructure of listening facilities. According to the responses of all the eleven headmasters there is no provision for school broadcast period in school time-table. Students listen to the school broadcast programmes in the periods of other subjects. There is a problem of multi-sections in a grade. A period cannot be allotted uniformly to one subject, that is, the subject of the broadcast, because, there is a limited staff teaching a particular subject. The subject teachers are not always free during the broadcast period. So, all the sections in a grade cannot utilise the school broadcast programme at the same time.

According to the responses of all the eleven headmasters none of the eleven schools received evaluation sheets from the A.I.R. So, evaluation reports were not sent to the A.I.R. Staff members from the A.I.R. did not visit their schools as responded by all the eleven headmasters. It shows that systematic efforts are not being made to provide feedback from the target users.

Opinions of the headmasters differ about the time of the broadcast. So, no definite conclusions can be drawn about timing of the broadcast.

Some of the headmasters have responded that there is no provision for school broadcast period in the school time-table by the State Department of Education. Some of the headmasters have suggested that the subjects, topics, and grades should be selected according to the needs of the schools. Some of the headmasters have suggested that there should be meetings of headmasters with the producers from the A.I.R., and officers of the State Department of Education regarding functioning of school broadcast programmes. The responses presented above reveal that there is not much co-ordination between A.I.R., State Department of Education, and schools in organising school broadcast programmes.

The responses of the headmasters with respect to the utility of the school broadcast programmes reveal that

they have positive reactions to school broadcast programmes.

4.4 OBSERVATIONS, AND INTERVIEWS WITH RESPECT TO SCHOOL BROADCASTS

The data are based on the observations made by the investigator, and his interviews with headmasters, teachers, and students with respect to school broadcast programmes in twenty-six schools in the sample in Haryana State. Number of school broadcast programme user schools as given by the Producer of educational broadcasts, A.I.R. Rohtak, and the number of schools found utilising the school broadcast programmes during on the spot observations by the investigator are presented in Table 26.

Table 26: Number of the programme user schools as given by the Producer of educational broadcasts, A.I.R. Rohtak, and the number of schools found utilising the programmes during on the spot observations by the investigator

District	Number of user schools given by the Producer	Number of schools found using the programme during observations by the investigator
Bhiwani	nil	-
Gurgaon	nil	-
Hissar	19	5
Jind	4	nil
Karnal	nil	-
Kurukshetra	nil	-
Mohindergarh	nil	-
Rohtak	2	1
Sonepat	1	1

Table 26 reveals that nineteen schools out of the twenty-six programme user schools as given by the Producer were not found using the school broadcast programmes at the time of observation of school broadcast programmes by the investigator. The interviews with the headmasters, teachers, and students in these nineteen schools revealed that they utilised a few programmes in the past, and now they were no more utilising these programmes. Seven schools out of the twenty-six were found utilising the school broadcast programmes at the time of observation of the school broadcast programmes by the investigator. These seven schools were out of the eleven schools from which the students, teachers, and headmasters have responded to the questionnaires mailed to them. The investigator observed seven school broadcast lessons in these schools, one in each. The headmasters/teachers in the remaining nineteen schools were asked to use a school broadcast programme for classroom instruction which was on the air on the day of visit to the school by the investigator, to observe how the school broadcast programmes were utilised in these schools. The investigator observed eight school broadcast lessons in eight schools out of the nineteen, five at Hissar and three at Jind. In all the investigator observed fifteen school broadcast lessons in fifteen schools out of the twenty-six schools in the sample. The lessons were observed during the term August 1979 to October 1979. An observation schedule was used for recording the observations.

The observations are presented below:

- 1 The sound was clear throughout in 80% programmes, whereas, clear sometimes in 20% programmes.
- 2 There were sufficient teaching points in 87% programmes. In 13% programmes the teaching points were too many. In none of the programmes the teaching points were too few.
- 3 Logical sequence of the teaching points was good in all the fifteen programmes.
- 4 The individual teaching points were handled adequately in 80% programmes, whereas, in 20% programmes fairly adequately. In none of the programmes the teaching points were handled inadequately.
- 5 The speed of narration was normal in all the fifteen programmes. In none of the programmes the speed of narration was too fast or too slow.
- 6 The level of the language used was appropriate in 80% programmes, whereas, it was too advanced in 20% programmes.
- 7 The programme presentation was excellent in none of the programmes, good in 47% programmes, fair in 33%, whereas, it was poor in 20% programmes.
- 8 Pupils' interest sustained throughout the programme in 60% programmes, whereas, it was on and off in 40% programmes. There was no programme in which the pupils were not interested.

- 9 All the programmes were well related to the school syllabus. There was no programme which was fairly related or unrelated.
- 10 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. None of the programmes were below the age level.
- 11 The students were aware of the day, time, and topic of the school broadcast programme in advance in 47% programmes. Either it was told by the subject teacher or announced in the morning assembly or the students noted it from the programme chart. In 53% programmes the students were not aware of the day, time, and topic of the broadcast.
- 12 Twenty percent school broadcast programmes were supplemented with the pre-broadcast activities by the school teachers. Eighty percent programmes were not supplemented with the pre-broadcast activities, because either the lessons were not conducted by the subject teachers, or the school teachers were not trained in using school broadcast programme for classroom instruction.
- 13 Thirteen percent school broadcast programmes were supplemented with the activities performed by the classroom teacher during the broadcast. Eighty-seven percent school broadcast programmes were not supplemented with the during broadcast activities, because, either there was

a lack of illustrative aids in the schools, or the teachers were not trained in using radio as a medium for classroom instruction.

- 14 Twenty percent school broadcast programmes were supplemented with the post-broadcast activities. Eighty percent school broadcast programmes were not supplemented with the post-broadcast activities.

Twelve lessons out of the fifteen were conducted in the classrooms, two outside the classroom in open air, and one in the general hall.

In addition to presented above, the analysis of the data collected through the general observations by the investigator, and his interviews with headmasters, teachers, and students, in the schools with respect to school broadcasts, results and discussion are presented below:

1 LISTENING FACILITIES IN THE SCHOOLS

There are radio sets in all the twenty-six schools. These sets were purchased out of the audio-visual funds in all the schools. In five schools out of the twenty-six the radio sets are out of order. There is no provision for radio sets servicing. Students in most (80%) of the schools listen to the programmes in their classrooms. In none of the twenty-six schools there are extension speakers or separate radio sets

for different sections in a grade. There is a problem of multi-sections in a grade. All the sections do not have the period of the same subject (subject of broadcast) at a time due to limited staff teaching a particular subject in a school. There are no tape-recording and playback facilities in the schools. In one school out of the twenty-six there is a tape-recorder which is out of order. So, only one section in a grade can utilise the school broadcast programme.

There is a lack of adequate illustrative aids like maps, charts, models in all the twenty-six schools.

Broadcasts are clearly audible in rural schools. The sound is not clear in the urban schools because of the noise due to traffic, industries etc.

2. PROVISION FOR SCHOOL BROADCAST PERIOD IN THE SCHOOL TIME-TABLE

In none of the twenty-six schools there is provision for school broadcast period in the school time-table. Students listen to the programmes in the periods of other subjects. There is no provision for school broadcast period in the school time-table by the State Department of Education. The utilisation of the school broadcasts in the schools depends upon the interest and initiative of the headmasters and teachers of the schools.

3. SUPPORT MATERIAL RECEIVED BY THE SCHOOLS FROM THE A.I.R.

All the twenty-six schools received the programme schedule charts from the A.I.R. The programme schedule charts were lying unused with the headmasters in 73% of the schools. In 27% schools the charts were displayed on the notice boards.

None of the twenty-six schools received teachers' notes from the A.I.R.

4. PRE-, DURING-, AND POST-BROADCAST ACTIVITIES CONDUCTED IN THE SCHOOLS

Pre-, during-, and post-broadcast activities are not carried out in most (approximately 90%) of the schools. The students just listen to the broadcast.

5. TRAINING THE TEACHERS RECEIVED IN USING SCHOOL BROADCASTS

None of the teachers in the twenty-six schools are trained in using radio as a medium for classroom instruction. Most of them do not know how to integrate school broadcast programme into the classroom lesson.

6. SYNCHRONIZATION OF THE SCHOOL BROADCASTS SCHEDULE WITH THE SCHOOL SCHEDULE

There is one programme for each grade per week. Obviously, there is a limited coverage of school syllabus

through these programmes. As such, the school broadcasts schedule and the school schedule can not be synchronized.

7. STUDENTS' PARTICIPATION PROGRAMMES

Students do not participate in the preparation and presentation of any school broadcast programme from A.I.R. Rohtak. They are not invited to participate by the A.I.R.

8. SCHOOL BROADCASTS FOR TEACHERS

There is one school broadcast programme for school teachers every Saturday from 2-20 p.m. to 2-40 p.m. whereas, the school hours are upto 2-10 p.m. Interviews with the teachers revealed that hardly any teacher is listening to this programme.

9. SUITABILITY OF THE TIME OF BROADCAST

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

10. DURATION OF THE SCHOOL BROADCAST PERIOD

Most(90%) of the school teachers are of the opinion that the duration of the school broadcast period might be increased, so as to facilitate pre-, and post-broadcast activities.

11. RE-BROADCASTING OF THE SCHOOL BROADCAST PROGRAMMES

There are no re-broadcasts from A.I.R. Rohtak during the same academic year. Most of the headmasters, teachers, and students are of the view that a school broadcast programme might be rebroadcast daily.

12. FEEDBACK MECHANISM

There is no systematic arrangement for providing feedback to the Producers. A few students, teachers and headmasters write letters to the A.I.R.

13. REACTIONS OF THE HEADMASTERS, TEACHERS AND STUDENTS TO THE SCHOOL BROADCAST PROGRAMMES

Most of the headmasters, teachers, and students have positive reactions to the school broadcast programmes.

14. INVOLVEMENT OF THE HEADMASTERS, TEACHERS AND STUDENTS IN THE PLANNING OF SCHOOL BROADCASTS AT THE A.I.R.

According to their responses none of the headmasters, teachers, and students are involved in the planning of the school broadcast programmes at the A.I.R.

15. CO-ORDINATION BETWEEN THE STATE DEPARTMENT OF EDUCATION AND THE A.I.R. IN ORGANISING SCHOOL BROADCASTS

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 the schools with respect to subjects, topics, and grades, planning the programme series, monitoring the programmes, and providing feedback from the schools. The involvement of the State Department of Education is nil in the scheme of school broadcast programmes.

Conclusions

From the details presented above it is clear that school broadcast programmes have not been integrated into school lessons. In most of the programme user schools students listen to the school broadcast programmes in their classrooms. None of the schools have more than one radio set. There are no extension speakers for different sections in a grade. All the sections in a grade do not have the period of the same subject at a time due to limited staff. There are no storage and retrieval facilities in the schools. So, only one section in a grade can utilise a school broadcast programme. In some schools the radio sets are out of order. There is no provision for their servicing. It is evident that the school broadcast programmes are beamed at the schools without developing a proper infrastructure of listening facilities. School teachers are not trained in using radio as a medium for classroom instruction. In the absence of such a training they are not confident about

the role they are to play alongwith school broadcasts in the classroom. As a result, pre-, during-, and post-broadcast activities are not carried out. Students just listen to the school broadcasts. There is no provision for school broadcast period in school time-table by the State Department of Education. The curriculum guides issued by the State Department of Education clearly mention total periods in a week for various subjects, but there is no mention about school broadcast periods. Students listen to the school broadcast programmes in the periods of other subjects. There is one programme for each grade per week. A very limited syllabus is covered through these programmes. As such, it is difficult to synchronize school schedule and school broadcast programme schedule. Sometimes the school broadcast programme is related to the work which the class is doing, sometimes which the class has already done, whereas, at times which the class would be doing later. Unless a close linkage is established between school broadcast in a subject, and classroom teaching during a week, it may not be feasible to integrate school broadcasts into school lessons. No attempts are being made to ascertain the needs of the users with respect to subjects, topics, and grades. The target users are not involved in planning the school broadcast programmes. No efforts are being made to monitor the school broadcast programmes on users with respect to their content, quality, and suitability. There is no systematic arrangement to provide feedback from the users. There is no co-ordination

between A.I.R., State Department of Education, and schools in organising the school broadcast programmes. The involvement of the State Department of Education is nil in the scheme of school broadcast programmes.

Inspite of the many impeding factors mentioned above most of the headmasters, teachers, and students like these programmes.
