

CHAPTER - VCOLLEGES OF EDUCATION AND SCHOOL BROADCASTS5.0 Introduction

The utilisation of school broadcast programmes is not very encouraging as discussed in the previous Chapter. One of the limiting factors is that school teachers are not trained in using radio as a medium for classroom instruction. This situation can be improved if Colleges of Education provide training in radio utilisation as a part of their pre-service and in-service training programmes. Colleges of Education may also play active role in planning, production, and utilisation of school broadcast programmes. Alongwith theory, there should be training in the practical aspects of school broadcasts, in their syllabi. There are four-hundred and twenty-two Colleges of Education for training secondary school teachers in India (Universities handbook - India, 1979). Not much is known about the role they are playing in the scheme of school broadcast programmes. Objective 3 of the present investigation is to explore the possible role of Colleges of Education in the scheme of school broadcast programmes. The data regarding this objective are based on the responses of 52 Principals of Colleges of Education to a

questionnaire mailed to them. The following aspects were covered:

- 1 Audio visual facilities in Colleges of Education;
- 2 Co-ordination between A.I.R. and Colleges of Education with respect to school broadcast programmes;
- 3 Role, Colleges of Education can play in planning, production, and utilisation of school broadcast programmes;
- 4 Working together of educators, and media specialists;
- 5 Integration of school broadcasts into school system;
- 6 Measures for effective organisation of school broadcasts; and
- 7 Suggestions of the Principals for improving school broadcasts.

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

#### 5.1 AUDIO VISUAL FACILITIES IN COLLEGES OF EDUCATION

Ninety percent Colleges of Education have audio visual section. Eighty-one percent Colleges of Education have radio sets. Fifty-eight percent Colleges of Education have one radio set, each; seventeen percent have two radio sets, each; four percent have three radio sets, each; and two percent have four radio sets, each. Sixteen percent Colleges of Education have

television sets. Fourteen percent Colleges of Education have one television set, each; and two percent have two television sets, each. Other gadgets the Colleges of Education have are presented in Table 27 below:

Table 27: Other gadgets the Colleges of Education have

Gadget	Number of Colleges having gadget	Percentage of colleges having gadgets
Audio Tape Recorder	47	90
Video Tape Recorder	2	4
Slide Projector	45	87
Film Strip Projector	46	88
Overhead Projector	15	29
16 mm Sound Film Projector	15	29
8 mm Silent Film Projector	2	4
Opaque Projector	1	2
Epidiascope	13	25
Gramophone	2	4
Linguaphone	1	2
Record Player	5	10
Public Address System (Microphone and Speakers)	1	2

5.2 CO-ORDINATION BETWEEN A.I.R. AND COLLEGES OF EDUCATION WITH RESPECT TO SCHOOL BROADCASTS

Four percent Colleges of Education have members in the Consultative Panels of school broadcast units. Teacher-educators from 33% Colleges of Education have contributed scripts for the school broadcast programmes.

5.3 ROLE, COLLEGES OF EDUCATION CAN PLAY IN THE PLANNING, PRODUCTION, AND UTILISATION OF SCHOOL BROADCASTS

Ninety percent Principals of Colleges of Education think that pupil-teachers may be offered 'Planning, Production, and Utilisation of school broadcasts' as a special field at B.Ed. level. Ninety-four percent Principals think that it is advisable for the pupil-teachers to listen to the school broadcast programmes and offer their criticisms and suggestions to the A.I.R. Eighty-seven percent Principals think that pupil-teachers of their colleges may be trained in utilising school broadcast programmes for classroom instruction. Eighty-seven percent Principals think that some of the school broadcast programmes may be integrated in their classroom lessons by pupil-teachers and evaluated by teacher-educators. In thirty-one percent Colleges of Education there are staff members who have received some training in producing school broadcast programmes. Ninety-seven percent Principals of the Colleges of Education who do not have staff members trained in producing school broadcast programmes think that they should have a staff member trained specially in this area.

#### 5.4 WORKING TOGETHER OF EDUCATORS, AND MEDICAL SPECIALISTS

A majority (61%) of the Principals have opined that educators should organise school broadcast programmes. Four percent Principals have opined that media specialists should organise these programmes. According to 35% Principals the programmes should be organised with proper co-ordination of educators and media specialists.

#### 5.5 INTEGRATION OF SCHOOL BROADCASTS INTO SCHOOL SYSTEM

Twenty-one percent Principals think that school broadcast programmes have been integrated into the school system, whereas, seventy-nine percent Principals think that school broadcast programmes have not been integrated into school system. The reasons for non-integration of school broadcasts as opined by the Principals are presented below:

Seventy-seven percent Principals have opined that there is not much co-ordination between A.I.R. and the various agencies, such as, Directorate of School Education, State E.T. Cell, State Institute of Education, State Institute of Science Education, Regional Institute of English, Colleges of Education and other colleges, University Teaching Departments, research agencies, and schools etc. in organising school broadcast programmes.

Twenty-three percent Principals have opined that most of the schools do not have radio sets.

Fifteen percent Principals have opined that mass media like radio and television are mere gimmicks meant for entertainment and not for instruction.

Forty-four percent Principals have opined that due to inadequate publicity school teachers are not aware of these programmes.

Forty percent Principals have opined that school broadcast programmes are not effective.

In addition to those presented above, certain other responses of the Principals are given below alongwith their frequency within bracket:

School broadcast programmes are not well planned(1)'.  
(1)

The programmes could be made more interesting (1).  
(1)

Schools are bound by a rigid time-table by the State Department of Education. There is no provision for school broadcast period in school time-table(1).  
(1)

School teachers are not trained in using school broadcast programmes for classroom instruction(1).  
(1)

#### 5.6 MEASURES FOR EFFECTIVE ORGANISATION OF SCHOOL BROADCASTS

Measures opined by the 52 Principals for effective organisation of school broadcasts are presented below:

Ninety-two percent Principals have opined that there should be facilities for utilising school broadcast programmes in schools.

Eighty-three percent Principals have opined that school teachers should be trained in using radio as a medium for classroom instruction.

Seventy-five percent Principals have opined that teacher, mass instructional technology, and individual instructional technology should be harmoniously co-ordinated.

Fifty-two percent Principals have opined that teachers should train students in using various media.

Forty-four percent Principals have opined that listening to school broadcasts should be made compulsory by the State Department of Education.

Measures in addition to those presented above as responded by the Principals are given below alongwith their frequency within brackets:

State Department of Education should take active interest in organising school broadcast programmes(2).

School time-table should be flexible so as to incorporate school broadcast periods(1).

School broadcast programmes should be planned according to the needs of the students and teachers(2).

School broadcast programmes should be intended to give supplementary information to the various topics in the syllabus(1).

Teacher must be present with the students during broadcast period, and follow up should invariably be done(1).

#### 5.7 SUGGESTIONS OF THE PRINCIPALS FOR IMPROVING SCHOOL BROADCASTS

Suggestions offered by the 52 Principals are presented below alongwith their frequencies within brackets:

- 1 Academicians, and media specialists should jointly plan, produce, and execute school broadcast programmes(3).
- 2 School broadcast programmes should be chalked out according to the needs of the users(1).
- 3 Instructional objectives should be spelt out for each programme(1).
- 4 Experts who can prepare scripts should be selected carefully(2). Outstanding persons even outside the place of location of A.I.R. station should also be involved(1). Script writers should be trained in preparing scripts(1).
- 5 Frequency of school broadcast programmes should be increased to cover more content units(1). There should be proper sequencing of the programmes broadcast(1).

- 6 Schools should be registered with A.I.R. for the purpose of utilisation of school broadcast programmes(1).
- 7 School broadcast programme should be an integral part of the school instruction and as such provision should be made for the same in school time-table by State Department of Education(2).
- 8 Every school should be equipped with a radio set(12). There should be provision for radio repair(2). There should be extension speakers in the classrooms(1). The timings of school broadcasts often clash with the school time-table, and most of the schools do not have tape recording and playback facilities. This should be looked into. Every school should be provided with a tape-recorder(1).
- 9 The teachers should take interest in school broadcast programmes(6). They should be trained in using school broadcast programmes for classroom instruction(19). The subject teachers should supplement the broadcast with pre-, during-, and post-broadcast activities(2).
- 10 School broadcast programme listening records should be maintained in schools(1).
- 11 A regular feedback mechanism should be planned for effective utilisation of school broadcasts(3).
- 12 Some scripts for school broadcast programmes should be prepared by teacher-educators in consultation with pupil-teachers and school teachers(1).

- 13 Language broadcast should offer satisfactory modes of speech, conversation, and pronunciation(1).
- 14 School children should be invited to participate in the preparation and presentation of school broadcast programmes(1). Competitions and rewards should find a place in school broadcast programmes to motivate the students for listening(1).
- 15 There should be separate radio programmes for pupil-teachers on content, methodology, and various aspects of education(1).

From the details presented above in respect of the involvement of the Colleges of Education in the scheme of school broadcasts, it is clear that they can play a significant role in the planning, production, and utilisation of school broadcast programmes. A majority(87%) of the Principals have opined that 'planning, production, and utilisation of school broadcast programmes' may be offered as a special field at B.Ed. level. As per their responses, if the school broadcast programmes are to be included in the course at teacher training level, it would include both theoretical and practical aspects. Particularly, regarding practical orientation in broadcasting they may be oriented at A.I.R. studios, or the Colleges of Education shall have to procure the necessary infrastructural facilities. They would have to have their own studio facilities. In thirty-one percent colleges there are staff

members who are trained in producing school broadcast programmes. Staff of a majority (69%) of the Colleges of Education will have to be trained initially. The pupil-teachers can integrate the school broadcasts into their classroom lessons. They would carry out pre-, during-, and post-broadcast activities. These activities may be planned in consultation with the teacher-educators, being trained in pedagogy. The school broadcast programmes may be supplemented with the pre-, during-, and post-broadcast activities by the pupil-teachers and evaluated by the teacher-educators, as opined by 87% Principals. It is found through the study that 81% Colleges of Education have radio sets, and 90% have audio tape-recorders. The pupil-teachers may listen to the school broadcast programmes and critically analyse them in terms of the different aspects, such as, clarity of sound; adequacy of teaching points; logical sequence of teaching points, handling of individual teaching points, speed of narration, level of language, quality of presentation, and level of the programme in relation to the age level of students etc., and thus help producers in monitoring the programmes. Tape recorders may be used to record programmes, and retrieve them as and when required.

A majority (79%) of the Principals think that the school broadcast programmes have not been integrated into the school system. One of the reasons for this is the inadequate co-ordination between A.I.R. and educational agencies as opined by seventy-seven percent Principals. The programmes

should be planned according to the needs of the target schools, as responded by some of the Principals. This necessitates co-ordination between A.I.R., and educational agencies, such as, Ministry of Education, Directorate of School Education, State Institute of Education, State E.T. Cell, State Institute of Science Education, District Institute of Education, Regional Institute of English, research agencies, Colleges of Education, degree colleges, University Teaching Departments, schools, and other educational institutions in organising school broadcast programmes. The educational agencies can co-ordinate with A.I.R. in identifying schools with the listening facilities, developing infrastructure of listening facilities, ascertaining the needs of the target schools with respect to subjects, topics, grades etc., delineating the objectives of the programmes, spelling out the scope of each programme, planning the programme series and schedules, and preparing the programme scripts etc. A.I.R. may be assigned mainly the task of production and transmission. A majority (61%) of the Principals have opined that educators should organise school broadcast programmes. Four percent Principals have opined that media specialists should organise these programmes. According to 35% Principals the programmes should be organised with proper co-ordination of educators and media specialists. It implies that educators should play a major role in organising school broadcast programmes. The

organisation of school broadcast programmes should not be left to only media specialists. If the programmes are organised with proper co-ordination of educators, and media specialists, probably the effectiveness of the programmes will be enhanced.

R E F E R E N C E

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