CHAPTER III

STUDY OF THE RECEIVING END

3.0 INTRODUCTION

In the previous chapter, an attempt was made to study the transmitting end in terms of the objectives of School Broadcast Programmes, adequacy of the programmes broadcast, content coverage, script writing and the quality of the programmes. This chapter presents the details of the study of objective-2 where the facilities available in schools for listening, use of programmes and the reactions of the students towards the programmes have been studied. The synthesis of Chapter II and Chapter III shows the status of SBP at the transmitting end and the receiving end. The objective stated earlier reads as :

(A) To study in general the facilities provided by the high schools of Orissa for use of School Broadcast Programmes (SBP), and

(B) To study in particular :

(i) the facilities available and the arrangements made for the reception of SBP in the schools making use of it,

(ii) the use of SBP in the classroom situations, and

(iii) reactions of students towards SBP.

3.1 INSTRUMENTATION

1. For studying the facilities provided by the high schools of Orissa State for the use of SBP, a short questionnaire was prepared. It contained twelve questions which sought responses of the headmasters regarding the use of SBP in their respective institutions. (Appendix-IV).

2. A questionnaire was developed by the investigator to study the available facilities and arrangements made for reception of SBP in the schools utilizing them. The questionnaire included items like radio in the school, listening facility, listening plan, listening and relevant activities, evaluation report, financial support and training of teachers for using SBP in classrooms. (Appendix-V). The headmasters of the user schools served as sources of data collection.

3. For studying the use of SBP in classroom situations a questionnaire was prepared which had items on SBP in the school, syllabus and SBP, teacher and the SBP, and SBP and the students. (Appendix VI). The teachers using the programmes were the source of data collection.

4. Likewise, for studying the reactions of the students towards the SBP, another questionnaire was prepared. (Appendix-VII). This had items on listening background of students, activities

in the school in connection with the SBP and their appreciation or otherwise of SBP.

All the four questionnaires were developed in English except the one for students which was in Oriya, the regional language. Before preparing the questionnaires, the investigator paid a visit to the city of Cuttack and the neighbouring rural areas to observe the utilization of SBP in different schools and to develop insight into the mechanism of the system so that it would help in identifying different components of the system on which information was to be collected. He also visited the A.I.R. station where he met a few experts and the persons involved in the production of SBP. After identifying different components of production and use of SBP, preliminary drafts of the questionnaires were prepared and given to a few researchers in the Centre of Advanced Study in Education, M.S. University of Baroda, a Principal of a Teachers' Training College and some experienced persons working in A.I.R., Cuttack. They were requested to scrutinize the questionnaires in terms of content coverage, language, communicability etc. The questionnaires were revised on the basis of the comments received. The revised questionnaires were given to a few respondents included in the sample to ensure communicability. Finally, the questionnaires were printed and kept ready for administration.

3.2 SAMPLE

1. For studying objective 3-A, the headmasters of all the 2031 high schools of Orissa State were included in the sample.

2. For the study of objective 3-B(i), the headmasters of 94 schools utilizing the SBP in real classroom situation were taken in the sample on the basis of the survey conducted in 3-A.

3. For studying objective 3-B(ii), 120 teachers utilizing SBP in real classroom situation were taken on the basis of the survey conducted in 3-A. Size of the school in terms of number of students was taken into consideration while selecting the sample. Two teachers each were taken from each of 26 schools where the students strength was more than 300 and one each were taken from the rest 68. These teachers were selected by the concerned headmasters of the SBP user schools.

4. For study of objective 3-B(iii) 500 students from six schools in Cuttack city and nearby areas listening to SBP in real classroom situation were included in the sample.

3.3 COLLECTION OF DATA

The help of the Officer-in-Charge of Educational Technology Cell of Government of Orissa was taken to collect

data in respect of objective 3-A. The Officer-in-Charge sent the required number of questionnaires to the respective inspectors of schools for onward transmission to the secondary schools under their control. The schools were requested to send the questionnaires, duly filled in, direct to the investigator to his department address by a date fixed by the Educational Technology Cell. (Appendix-VIII). After the expiry of the date, reminders were sent from the respective inspectorates to the schools from which questionnaires were not received. The investigator also sought the help of a popular local newspaper editor to appeal the headmasters of all the high schools of Orissa through the daily columns to return the questionnaires at their earliest convenience. After this appeal, some more questionnaires were received. Finally, 531 questionnaires were received, which is 26.14 per cent of the total questionnaires despatched.

These 531 questionnaires were analysed to know the position of school broadcast programmes in those schools. From the analysis, it was found that only 94 schools among the respondents were using the broadcast programmes in real class-room situations. To all these 94 schools, questionnaires for the headmasters, and the teachers using the SBP were mailed by the investigator with a request to send them back after providing the information asked for. After about one month, the investigator sent reminders and again requested the concerned

headmasters to do the needful at the earliest. In all, 51 questionnaires from the headmasters and 84 questionnaires from the teachers were received.

Data from the students were collected by paying visits to the user schools in and around Cuttack and meeting the students in groups. In some schools the help of the class teachers was taken to collect the questionnaires from the students. Care was taken to see that a minimum 10 per cent of the students of each class got the questionnaires. The questionnaire was read with necessary instructions before the group of students. Out of 500 questionnaires given to the students, 450 were received back. Others could not be procured due to continuous absence of those students. All the questionnaires received from the headmasters, teachers and the students were subjected to analysis.

3.4 ANALYSIS AND INTERPRETATION

The data collected to study objective-3 were analysed according to the sub-objectives mentioned earlier by putting them in four different sections. Section-I presents the analysis of the questionnaire designed to elicit information about the facilities provided by the high schools of Orissa State for use of school broadcast programmes. In succeeding sections, the responses of the headmasters, teachers and the students involved in the use of SBP are reported.

SECTION I

3.4.1 School Broadcast Programmes and The Schools in General

The analysis of the data collected for studying the facilities provided for use of SBP shows that 38 per cent (6 per cent urban and 32 per cent rural) of the schools which responded were using the SBP whereas the remaining 62 per cent (8 per cent urban and 54 per cent rural) were not using SBP at all.

SBP AND THE NON-USERS

Fiftyfour per cent of the non-user schools in urban areas did not possess radio sets as against 70 per cent of rural schools. It was found that the A.I.R. sent charts and pamphlets to 52 per cent urban and 36 per cent rural non-user schools. The main reason for non-utilization was the absence of a radio-set in 48 per cent (urban) and 44 per cent (rural) schools of this category. It was further revealed that lack of trained teachers (30 per cent urban and 25 per cent rural), unsuitability of programmes timing (27 per cent urban and 21 per cent rural) and lack of instruction from higher authorities (13 per cent urban and 20 per cent rural) stood in the way of the proper use of SBP.

Coming to the schools having radio sets but not receiving charts from A.I.R. (16 per cent each from urban and rural) the various reasons stated for non-utilization are given in the table below.

Table 3.1

Reasons for Non-Utilization of SBP (A)

Sr.No.	Categories	Percentages Urban	Percentages Rural
1	Unsuitability of programme timing	57	57
2	Lack of teachers' training	57	62
3	Lack of instruction from higher authority	43	39
4	Radio-set out of order	14	13
5	Lack of listening room	29	7

Similarly, the schools having radio sets and receiving charts from A.I.R. (30 per cent urban and 14 per cent rural) but not using SBP attributed it to the various factors given in table 3.2.

Table 3.2

Reasons for Non-utilization of SBP (B)

Sr.No.	Categories	Percentages of Responses Urban	Percentages of Responses Rural
1	Unsuitability of programme timing	62	67
2	Lack of teachers' training	62	49
3	Lack of instruction from higher authority	23	21
4	Radio-set out of order	15	13
5	Not audible properly (*)	8	10

(*) Only in the regions of Ganjam & Koraput districts.

SBP AND THE USERS

Among the schools using SBP, 15 per cent and 85 per cent respectively belonged to the urban and rural areas. Among the urban schools 84 per cent were irregular users against 65 per cent of rural schools.

Although 90 per cent of the user schools received charts and pamphlets from the A.E.R., only 12 per cent of them have reported to send evaluation reports to the A.I.R.

It has also been revealed that 94 per cent had their own radio-sets and the rest made use of SBP through borrowed sets.

It is interesting to observe the variation in the place of listening of the SBP in different schools. Table 3.3 below shows the various places used by the schools for listening to SBP.

Table 3.3
Places of Listening to SBP

Sr. No.	Place of Listening	Percentages			
		Urban		Rural	
		Regu-lar	Irrregu-lar	Regu-lar	Irregu-lar
1	Classroom	35	-	54	38
2	Meeting Hall	16	-	6	13
3	Verandah	29	100	32	25
4	Other Places (Staff Common Room, HM's Office, Tree Shades, Drama Pendals)	3	-	7	24
5	Not responded	17	-	1	-

Among the occasional users, the reasons for not using SBP regularly has been attributed to unsuitability of programme timing (40 per cent urban and 57 per cent rural), lack of teachers' training (40 per cent urban and 51 per cent rural), lack of instruction from higher authority (urban 20 per cent and rural 23 per cent), non-receipt of programme charts (20 per cent urban), lack of listening room (urban 20 per cent) and the radio-set being out of order (rural 5 per cent).

COMMENTS AND SUGGESTIONS

The comments and suggestions found in a few questionnaires are given below :

Suggestion

-"Provision should be made for meeting contingency and maintenance expenses."

Comments

-"Reception of programmes is poor due to long distance from the radio station".

-"Lack of interest on the part of the staff members leads to lack of interest on the part of the students".

-"We don't believe that broadcast lessons are better than that of our own. So active attempt is not made for listening".

-"SBP is not upto the standard".

-"Programmes are disorganized because they are not according to the general teaching scheme".

-"Difficult to use SBP as the school works in shifts".

DISCUSSION

For more than two decades, SBP has been in operation in Orissa, through A.I.R., Cuttack. As a means of instructional programmes at the secondary school level, it has yet to gain popularity in the schools situated in every nook and corner of the State. The analysis shows that among the respondents only 38 per cent of the schools are utilizing school broadcast programmes. In rural areas, where more than 90 per cent of the schools in the State are situated only 32 per cent are the users of SBP. In urban areas also only 6 per cent of the schools in the State are found to be using this programme. This programme appears to have been used to a great extent in urban schools, whereas a majority of the rural schools (58 per cent) are not making any use of it.

The schools which did not use this programme have mentioned the following reasons for non-utilization; not having radio-sets, unsuitability of programme timings, lack of teachers' training on broadcast use etc. The schools having radio-sets and receiving programme details from A.I.R., in turn, point out the same causes for not using the broadcast programmes, namely, unsuitability of programme timing, lack of teachers' training,

lack of instruction from higher authorities mostly. The urban and rural schools do not differ in expressing the causes of non-utilization of SBP. Also the non-user schools (61 per cent) possessing radio-sets are not sent charts and pamphlets from the A.I.R. This shows that they are not encouraged to use the SBP in their schools.

Even though a limited percentage of schools are users of SBP in rural and urban areas, 35 per cent of the rural user schools and 16 per cent of the urban user schools do not use SBP regularly. The causes behind irregularity in the use of such programmes are similar to the causes of non-user schools. Hence, there is need to take care of these aspects thoroughly by the planners and organizers of school broadcast programmes. For this, establishment of rapport with the administrators of the schools could be useful. The administrators of the schools at the different levels should frame their time tables so that the SBP can be properly utilized. They should also take care of providing the required number of radio-sets to the schools in need. Proper encouragement should be given to the school authorities for developing awareness about the importance of SBP among their teachers.

The A.I.R. authorities should take care to send programme details along with teachers' notes, if any, regularly to the schools. It is observed that 32 per cent of the urban schools and 49 per cent of the rural schools are not having

suitable place for listening to the SBP and the rest organize this programme either in classrooms or in meeting halls. But the provision of a special listening room was found no where. Arrangement for listening in a room other than the regular classroom may be a better place. Here, the problem of carrying the radio-set to the classroom, controlling the noises coming from the neighbouring classroom, difficulty in hanging the pictures related to the broadcast can be avoided. Regarding proper use of SBP in right places, the schools should be persuaded through different programmes of A.I.R., like teachers' broadcasts, meetings of consultative panels, seminars, workshops, etc.

Continuous appraisal of the organization of SBP activities done by the Audience Research Unit of A.I.R. can be useful to get feedback for improvement of SBP at the transmitting end. Suggestions can also be given to the headmasters for improvement of organizational activities at the receiving end.

SECTION II

3.4.2 Facilities Available and the Arrangements Made for Reception of Programmes in School Broadcast User Schools

This section presents the analysis of the responses given by the headmasters in connectiom with the use of SBP in their schools. Fiftyone headmasters of the schools utilizing SBP in real classroom situation have responded on aspects like radio in the schools, listening facility, listening plan, listening and relevant activities, evaluation report, finance and teachers' training on SBP use. Analysis of the data collected are given below :

RADIO IN THE SCHOOLS

Among the schools having radio-sets, a few (22 per cent) have more than one set.

Thirtyone per cent of these schools have received gift sets from notable individuals and agencies like Public Relation Department of Government of Orissa, which is responsible for dissemination of policies, programmes, project, activities, etc. to the public by way of providing radio-sets, organizing film shows, and other entertainment programmes.

LISTENING FACILITY

More than three-fourth of the schools (78 per cent) have alloted a specific period in the school time-table for utilization of SBP.

In 78 per cent of schools, the practice seems to be that the radio-sets are handled by the teachers in charge of SBP and in 14 per cent the set is handled by any person present, when SBP is on the air.

In 65 per cent of the schools, the transistor sets are carried to the classrooms, In 24 per cent of cases students of the same grade belonging to different sections combine to listen to the SBP in a group.

Eightyeight per cent of the headmasters have reported that they instruct their teachers to listen to SBP along with the students.

LISTENING PLAN

Only four schools forming 8 per cent of the sample have broadcast planning committees.

Although 84 per cent of the schools receive charts and pamphlets from the A.I.R. in advance, only 24 per cent of them plan in advance for listening and only 47 per cent of the

schools refer to the charts and pamphlets while scheduling their syllabus for the academic year.

Fortyseven per cent schools take care to cover a topic in the classroom before it comes on the air.

About 60 per cent of the schools face difficulties while planning the time table in respect of the use of SBP. Fiftyfive per cent of the headmasters have stated that the difficulty is of getting the right teacher at the time of the broadcast, 27 per cent have stated that the teachers' normal workload is heavy and 14 per cent face the difficulty in respect of the unsystematic scheduling of the SBP.

LISTENING AND RELEVANT ACTIVITIES

More than 90 per cent of the headmasters feel that organization of the pre and post-broadcast activities are helpful for the students but only 47 per cent instruct their teachers to do so. Thirtynine per cent of the headmasters do not instruct the teachers because they feel that there is not enough time for conducting such activities. Twentyone per cent has expressed that their teachers are not interested in doing pre and post-broadcast activities.

Only 22 per cent of the headmasters have reported that they supply maps and charts to their teachers for broadcast use.

Fortyseven per cent of the headmasters have stated that SBP supervision is given to the teachers teaching the particular subject in the particular grade whereas in 39 per cent of the schools the SBP is supervised by any teacher irrespective of the subject taught by him.

In 47 per cent of the schools SBP supervision is counted as teacher's normal workload.

For effective utilization of SBP, tape recorders, maps, charts, slide projectors and extra speaker units are the felt needs of 65 per cent, 37 per cent, 31 per cent and 27 per cent of the schools respectively.

For facilitating the pre and post-broadcast activities, 88 per cent of the headmasters have felt the need of additional time.

EVALUATION

Eightyeight per cent of the headmasters have reported that they visit the class occasionally at the time of SBP use and invite suggestions from their teachers for its effective utilization.

Interestingly, 90 per cent of the headmasters feel that both students and teachers are equally benefitted by SBP.

Only 18 per cent of the schools send evaluation reports to the A.I.R. station.

FINANCE

Eightyfour per cent of the headmasters feel the necessity of having budget provision for SBP.

Only one headmaster has reported of having provision for SBP in the annual budget.

About 50 per cent of the headmasters have stated that they collect radio fees from the students to meet the maintenance cost of radio-sets. From observation it is found that the fee is around Rs.0=10 P. per student.

TEACHERS' TRAINING ON BROADCAST USE

Almost all the headmasters feel the necessity of teachers' training for SBP use. Thirtyfive per cent, 25 per cent and 22 per cent respectively have expressed their desire for organization of this training by the A.I.R., State Government Education Department and Teachers' Training Colleges.

Eightyfour per cent of the headmasters feel the necessity of regular seminars and workshops in connection with the SBP.

Eightyfive per cent of the respondents have desired that the teaching notes on SBP should be supplied by the A.I.R.

On the question on bearing the cost of the materials, 41 per cent, 35 per cent, 25 per cent and 4 per cent respectively of the headmasters have expressed that the cost be borne by the Central Ministry of Education, State Government Education Department, All India Radio and the Schools.

SUGGESTIONS BY THE HEADMASTERS

The suggestions given by a few headmasters are given below :

-"There should be provision of remuneration to the teachers using SBP in the schools".

-"Radio-sets should be supplied to the schools by the Government".

-"All schools should have the facility of listening room".

-"The timing of the SBP should be adjusted to the school time table".

-"All the programmes broadcast should be based on the prescribed syllabus".

-"Additional materials in respect of broadcast use should be supplied by the Government".

-"There should be a common teaching scheme, which the SBP planners should follow".

-"The mode of presentation of different programmes and specially the mode of pronunciation of English programmes should improve".

-"The Education Department should regularly make efforts for the use of SBP ".

-"Timely guidance should be given by the A.I.R. officials by paying visits to the schools".

DISCUSSION

It is observed that the schools using broadcast programmes are having their own radio-sets purchased from their own funds or obtained as gifts. But keeping only one radio set (78 per cent) in the school, will not be sufficient to cater to the needs of students belonging to different sections. Sometimes the mechanical disorders may cause cancellation of broadcast programmes if only one set is there. So keeping at least two or more sets can be of great use. Regarding the use of radio in different places, as mentioned earlier, gathering all students in a particular place for listening to SBP is required. If the schools can arrange this in a separate listening room, it will be advantageous for effective listening as well as conducting relevant activities. The authorities should be convinced of the importance of a listening room for executing the radio instruction activities. Looking towards the availability of opportunities, proper arrangements should be made for special listening rooms for the use of SBP, where either electric or

battery operated radio-set, can be set permanently along with the provision for amplification of sound. Proper seating arrangement, light system, system for projection of pictures, etc. should be arranged by taking care of the acoustic nature of the room. This will avoid the technical problems of taking radio-sets and other aids like maps, charts, pictures, etc. to classrooms where facilities might not be present for students of different sections to seat comfortably and perform the activities related to SBP. In a listening room, planning for effective listening can be made in advance. This will save a lot of time likely to be wasted in preparation if the programmes is utilized in the classroom.

For effective utilization of SBP, conscious efforts should be made by the school authorities. A special committee may be appointed for looking after the adjustment of the time-table, adjustment of syllabus coverage with broadcast programmes, and utilizing subject teachers for handling the respective radio lessons. As it is observed that only 7 per cent of the schools are having planning committees, the rest of the schools may not be aware of having such committees for the purpose mentioned above. Therefore, in many schools, one of the reasons may be that lack of planning and coordination of the required activities is coming in the way of successful functioning of SBP. For instance, even though the A.I.R. sends programme charts at the beginning of the session, only 47 per cent of the schools are in a position to cover the topic to be taught through the

radio before the radio lesson is on the air. Hence, proper care should be taken about the formation of planning committee in each and every school.

At present, as many as 47 per cent of the teachers teaching the particular subject in the particular class conduct the SBP, where it is counted as teacher's work load. In rest of the cases any teacher irrespective of the subject taught by him is given the responsibility. This shows that the importance of the presence of a teacher and his role in the reception of radio programmes has not been felt clearly by about 50 per cent of the heads of schools. The pre-broadcast and post-broadcast activities have not been taken care of with the seriousness with which it should be taken. Many problems are mentioned by the schools for non-organisation of such activities. They are lack of time to conduct activities and non-availability of subject teachers at the time of SBP. The problem which has been mentioned regarding non-availability of time might be due to lack of understanding the benefit of the radio programmes, and taking classroom lecture as the only means of teaching.

Studying the responses of headmasters about receiving charts and pamphlets, it is found that 84 per cent receive them from A.I.R. in advance, but 75 per cent of the same headmasters give contradictory responses by stating that they do not receive evaluation blanks from the A.I.R. The A.I.R. sends charts,

pamphlets and evaluation form in a printed booklet. In this connection issuing contradictory statements about receiving charts and pamphlets and not receiving evaluation sheets show that these headmasters do not appear to have gone through the booklets sent by the A.I.R. in detail. Even though 25 per cent of the headmasters responded that they received evaluation blanks, only 17 per cent reported having sent back evaluation reports to the A.I.R. Therefore, the expected evaluation activities of SBP in the A.I.R. are not effectively taken up.

Regarding financial aspect, even though there is no budget provision, most of the headmasters agree that it should be there and funds can also be raised. In this regard the schools may take the opportunity of using the idle funds in the schools as suggested by the D.P.I. in his circular to schools.

About teachers' training programmes on broadcast use, the headmasters appear to be very enthusiastic in the training of teachers through inservice programmes like workshops, seminars,radio programmes for teachers and correspondence courses. These can be organized under the leadership of institutions like A.I.R., State Government Education Department,S.C.E.R.T.,N.C.E.R.T., etc.

In general, this study reveals how the headmasters of the broadcast user schools view the utilisation of this programme in their schools, the way they conduct their programmes, difficulties coming in the way of utilization and their views for improvement of different aspects of broadcast programmes. This gives a general outline of various aspects pointed out in the study. Thorough investigations about the management of SBP at secondary school level can highlight these issues in detail.

SECTION III

3.4.3 Use of School Broadcast Programmes in Classroom Situations

The analysis of the data collected from the teachers on aspects like listening background of teachers, status of SBP in schools, SBP and syllabus, teachers' view on SBP and the students, and on the training for SBP use has led to the following findings:

LISTENING BACKGROUND OF THE TEACHERS

- Among the teachers who responded, 73 per cent were trained graduates.
- Eightysix per cent of them were having radio-sets of their own. Respectively 31 per cent and 25 per cent of them have reported that they listen to the "Sikshya O Sikshyak" programmes on most of the days and occasionally.
- It is found that about one-third of the teachers were occasional listeners to children's programmes as against only 17 per cent who listen regularly.
- The secondary school broadcast programmes were listened by the teachers occasionally, most of the days and every day by 31 per cent, 30 per cent and 12 per cent respectively.

-Almost all the teachers have expressed that they allow their children to listen to the broadcast programmes.

-Eightysix per cent of them feel that listening to radio by the children helps in growth of knowledge and understanding. Fifty per cent have the feeling that the radio programmes help the children in creative expression. About 48 per cent have stated that it develops healthy attitude and interest towards study. Only 17 per cent have stated that it improves the speech style of the children.

-Almost all (95 per cent) the teachers have expressed their interest towards listening to SBP.

STATUS OF SBP IN SCHOOLS

-Ninetythree per cent of the teachers have reported that their headmasters encourage them to utilize the SBP. The reasons attributed are; providing a variety of learning experiences to the children (63 per cent), adding new joy and pleasure to learning (62 per cent) and giving additional means to the teachers for developing their own efforts (54 per cent).

-Of the teachers 65 per cent, 21 per cent and 11 per cent respectively have stated that the authorities help them in utilising SBP by way of repairing the sets immediately when it goes out of order; providing maps,

charts, etc. and giving less work load in comparison with other teachers.

-Having provision of a broadcast period in the school time table, has been stated by 83 per cent of the respondents. Fortysix per cent have stated that the broadcast time is appropriate according to the school time table. Only 55 per cent of the teachers receive charts and pamphlets sent by the A.I.R. to the schools.

-While answering a question on planning for effective listening, 65 per cent, 51 per cent and 36 per cent of the teachers respectively have stated that they check whether all children can see and hear properly, check in advance if the equipment are in place and functioning properly and write on the chalk board the essential names, words, etc.

-Eightyeight per cent of them train their students to listen silently, carefully and critically.

-None of the teachers has reported about keeping a board outside the class which states "CLASS LISTENING - SILENCE PLEASE" as instructed by the A.I.R.

-Fortythree per cent of the teachers have stated that they consult the charts and pamphlets while scheduling the syllabus units.

-Sixtyone per cent of the teachers have stated that they conduct pre and post-broadcast activities.

A majority of the teachers take time both before and after the broadcast varying from 5 minutes to 10 minutes. Pre-broadcast and post-broadcast activities have been reported to have been done immediately before and after the broadcast by 45 per cent and 50 per cent of the teachers respectively.

-Lecture, discussion, demonstration and assignment are taken as the means of pre and post-broadcast activities by 35 per cent, 33 per cent, 10 per cent and 25 per cent of the teachers respectively.

-Out of those who do not conduct pre and post-broadcast activities, 76 per cent and 52 per cent have stated the cause to be lack of time and lack of provision for it in the school time table respectively.

-Although it has been specified by the A.I.R. not to take notes during listening, 88 per cent of the teachers allow the students to take notes. Fortynine per cent have reported that they note new words and titles on the chalk board during the broadcast. Only a few (19 per cent) teachers use maps, charts, etc. during the broadcast to supplement the programmes. Eightythree per cent of the teachers sit along with the students for listening to SBP. Almost all the teachers share laugh, interest and seriousness along with the students during listening.

-Seventythree per cent of the teachers have the desire for more time for the broadcast period for facilitating pre and post-broadcast activities. Seventy per cent have expressed that it should be a sixty minutes period.

SBP AND THE SYLLABUS

-Ninetythree per cent of the teachers have stated that radio lessons are related to the syllabus units. But 54 per cent have reported that the coverage of syllabus through the SBP is less than 25 per cent. Thirtyseven per cent of the teachers desire that SBP should take the full coverage of the syllabus.

-Seventyfive per cent of the teachers feel that the syllabus should be modified for covering more topics through the SBP.

-Of the teachers 73 per cent feel that the SBP supplements the classroom teaching, 67 per cent of them, take care to teach a topic before it is broadcast.

TEACHERS' VIEWS ON SBP

- Ninetythree per cent of the teachers feel that SBP is useful to the teachers. The reasons of usefulness have been attributed to bringing improvement in the educational methods and practice, benefitting the teachers from the specialized knowledge of the experts and keeping the knowledge uptodate by 59 per cent, 57 per cent and 55 per cent of the teachers respectively.

-Seventy per cent of the respondents have stated that the voice of the announcer and the participants are pleasant to listen.

-The SBP has been rated as good, moderate and poor by 50 per cent, 31 per cent and 7 per cent of the teachers respectively.

-For effective use of SBP 87 per cent of the teachers need a tape recorder for recording the programmes. Eightyfour per cent of them feel the necessity of repetition of programmes. Sixtytwo per cent of the respondents have expressed their desire for more programmes in a week. Ninetytwo per cent wish to get the programme scripts in advance. A separate listening room and supply of sufficient maps and charts are the felt needs of a majority (76 per cent) of teachers.

TEACHERS' VIEWS ON SBP AND STUDENTS

-Thirtyeight per cent of the teachers have stated that the students' attendance is more on broadcast days.

-Thirtyfour per cent of the respondents have reported that their students listen to the "English by radio" programmes prepared by CIEFL, Hyderabad and 57 per cent of the teachers act according to the guidelines supplied in the teachers' notes of these lessons. But 82 per cent of the teachers have expressed that these programmes are difficult for the students to understand. The reasons for not understanding have been stated

as unclear pronunciation (49 per cent), high standard (26 percent), unrelated to syllabus units (16 per cent) and poor presentation (7 per cent).

ON THE TRAINING FOR SBP USE

-None of the respondents has received training on the use of SBP. However, nearly three fourth of them feel that such training is very much essential. Eight per cent of the teachers feel the necessity of attending conferences and seminars connected with SBP at regular intervals .

-Almost all (98 per cent) the teachers have felt that guidelines should be supplied by the A.I.R. to the teachers on the use of SBP.

SUGGESTIONS AND COMMENTS BY THE TEACHERS

The comments and suggestions given by a few teachers are given below :

Suggestions

-"Programmes on English should have clarity and clear pronunciation".

-"There should be scope for rural school teachers to participate in the production of programmes".

-"More coverage should be given to curriculum-based programmes".

"Equipment for broadcast use should be supplied to the schools by the Government".

-"Programmes should be within the standard of the students".

-"Teachers should be trained in the use of SBP through correspondence methods".

-"Details of the programmes should reach the teachers well in advance".

-"More time is required to conduct SBP activities".

-"Subject teachers should be in charge of the programmes".

-"Additional broadcast teachers should be appointed".

-"There should be provision of broadcast books for the students".

Comment:

-"Students' participation in the production of programmes not natural".

DISCUSSION

As a supplement to the classroom instruction performed under the leadership of the teacher, radio instruction requires

the intervention of the classroom teacher in many respects. There is a specific role for the teacher in executing different activities related to the instruction through radio. Unless the teacher is fully aware of the use of radio instruction, the broadcast programmes for schools might not prove to be effective. The above description of teachers' views about the use of SBP shows that almost all the teachers are aware of the usefulness of SBP such as providing variety of learning experiences, adding pleasure to learning, giving additional means to the teachers for developing their own efforts etc. Further the teachers' inclination to radio programmes for improvement of their day to day teaching of their subjects is marked. They also feel that the needed facilities for conducting the SBP should be provided by the authorities to some extent. It is a good sign that almost all the teachers express interest in SBP. But their responses regarding the content coverage through radio instruction, other facilities needed for its improvement and their roles therein do not give any clear idea about what they wish to do. It shows that even through the teachers understand the advantages of radio instruction, they are not in a position to perceive their (teac-hers) effective roles in the improvement of the programmes. For instance, their responses about pre-broadcast, and post-broadcast activities show that they are not aware about systematic activities to be conducted for achievement of instructional objectives. Making teachers systematic in their activities for the reception of broadcast programmes, A.I.R. sends some materials

but 57 per cent of the teachers use them in case of English programmes against 12 per cent in Oriya. It shows that teachers are not sufficiently motivated to take active part in radio broadcast programme. Hence, regarding the teachers' involvement in radio instruction programme, it can be pointed out that systematic efforts should be made for orienting them towards proper use of radio lessons. This can be done by sending package materials through correspondence and arranging talks through broadcast programmes meant for teachers. In addition to this, arranging workshops on application of new techniques in radio instruction will be of great importance. Especially as mentioned above, the role of teachers for each individual lesson has to be identified. The teachers' comments and reactions for effective use of these programmes can be taken care of. For instance, as in the present study, it has been observed that teachers have given some valuable comments and suggestions about the syllabus. Majority of the teachers (54 per cent) expressed that less than 25 per cent of the syllabus is being covered by the SBP and then suggest that the entire syllabus should be covered by broadcast programmes and the syllabus should be modified so that more topics could be covered through the broadcasts. Rating the quality of the SBP, 54 per cent give favourable comments and the rest of the teachers rate it as moderate of poor. In connection with students' understanding, the teachers also find that "English by radio" and science programmes are difficult for the students to understand. Likewise, the reactions of the teachers are to be studied in more detail in order to identify appropriate ways and means for the better use of radio broadcast programmes in classrooms.

SECTION IV

3.4.4 Reaction of Students Towards School Broadcast Programmes

The data collected from the students listening to SBP on aspects like listening background, use of SBP in schools, students view on the SBP were analysed. The analysis reveals the following :

- Ninetythree per cent of the students have radio sets at their home. Almost all the students know how to handle a radio-set. Eightyeight per cent of their parents allow them to use radio at their home and 90 per cent of their parents allow them to listen to the radio programmes.

- The reasons stated for allowing to listen are : increasing general knowledge, acquiring more knowledge, getting help for study and getting pleasure in listening by 64 per cent, 54 per cent, 41 per cent and 26 per cent of the students respectively.

- Almost all the students like to listen to the radio programmes.

The frequency of students' listening to different types of programmes is given in the following table 3.4.

Table 3.4

Students' Listening to Radio Programmes

Name of the Programme	Listening Frequency in Terms of Percentages				
	Not at all	Rarely	Some times	Most of the times	Everyday
Songs	4	20	13	19	40
Drama	2	17	17	30	32
News	3	9	8	11	65
Lectures	14	27	16	19	16
Discussions	14	30	22	17	12
Interviews	20	28	16	18	13
Children's Programmes	4	11	14	24	43
Kishore Chakra	11	16	18	22	26
Primary School Broadcasts	4	12	10	14	55
Secondary School Broadcasts	6	9	14	20	47

The table shows that a good number of students listen to news items, primary and secondary school broadcasts.

- Ninetysix per cent of the students have expressed their interest towards listening to the SBP. The reasons have been attributed to getting pleasure and some relaxation while in the school (28 per cent), getting help for better understanding of the subject

matter (62 per cent), acquiring more knowledge by listening (69 per cent) and getting encouragement from the teachers (24 per cent).

LISTENING IN THE SCHOOL

- Eightysix per cent of the students have reported that their schools have got the arrangement for listening to SBP by the students. But only 24 per cent have stated that their teachers inform them in advance about the programmes.

- About 75 per cent of the students feel the necessity of having pre-broadcast activities but only 13 per cent have reported that their teachers undertake such activities before the commencement of SBP.

- Similarly, 65 per cent of the students feel the necessity of having post-broadcast activities but only 32 per cent have reported that their teachers perform such activities after the broadcast.

- Fiftytwo per cent of the students desire more time for pre and post-broadcast activities.

- Nearly 50 per cent of the students wish to have SBP everyday.

- Sixtytwo per cent of the students have expressed that SBP is better than classroom teaching.

The frequency of students' liking to different programmes is given in the following table.

Table 3.5
Students' Ranking of Different SBP

Subjects	Preferences in Percentages		
	First	Second	Third
General Science	42	22	13
History	10	19	18
English	10	20	19
Oriya	24	14	16
Geography	4	10	11
Sanskrit	3	4	8
Not Answered	7	11	15

From the above table, it is observed that out of 450 a majority of students like General Science programmes the most and Oriya, History and English following it in order of first preference. Coming to the second preference, it can be observed that the subjectwise preferences have gone to General Science, English, History, Oriya, Geography and Sanskrit in terms of the positions.

The frequencies of students' liking towards different types of SBP is shown in the table 3.6 .

Table 3.6

Students' Ranking of Different Types of SBP

Types of Programmes	Percentages in Order of Preferences							
	1	2	3	4	5	6	7	No Response
Story	27	30	12	8	4	5	3	11
Drama	35	25	8	6	4	2	1	19
Discussion	9	7	12	11	14	12	12	23
Lecture	8	9	12	10	12	14	7	28
Feature	7	8	16	12	13	11	13	20
Quiz	4	8	17	11	10	12	13	25
Debate	8	7	14	10	11	9	15	26
No Response	2	6	9	32	32	35	36	

The table shows that a majority of the students like dramas the most and story, discussion, lecture, debate, quizzes, and features following it in order of preference in the first rank. Also, it can be seen from the table that the highest percentages of responses have gone in favour of drama (35 per cent), followed by story (30 per cent), quiz (17 per cent), feature (12 per cent), discussion (14 per cent), lecture (14 per cent) and debate (15 per cent).

- On the question regarding voice and speed of the broadcasters, 66 per cent of the students have stated that the voice of the broadcasters in general is clear. Seventytwo per cent of the

students have expressed that the speed of broadcasting can be ordinarily understood. However, only 28 per cent have stated that the pace of the broadcasters is very fast.

- Sixtyeight per cent of the respondents like to listen to the female voices over the radio.

- Although 84 per cent of the students who responded to have listened to English by radio programmes, only 28 per cent have expressed that they understand these programmes.

  The reason for not understanding the English by radio programmes have been attributed to unclear pronunciation, fast voice and being unrelated to syllabus units by 43 per cent, 40 per cent and 17 per cent of the students respectively.

- More than half (52 per cent) of the respondents are aware of the repeat programmes on Sundays but only 41 per cent listen to them.

Frequency of students' reaction to different statements related to SBP on a three point scale is given below. This shows the perception of SBP by the students.

Table 3.7

SBP as Perceived by the Students

Sr. No.	Statements	Responses in Percentages		
		Agree	Uncertain	Disagree
1	SBP improves knowledge and understanding	89	9	2
2	It improves the skill of pronunciation	51	26	23
3	It helps in increasing vocabularies	68	23	9
4	Programmes are interesting to listen	78	12	10
5	Listening to SBP is unnecessary waste of time	13	16	71
6	It does not help for better understanding of subject matter	24	20	56
7	It does not provide any valuable information	20	19	61
8	It gives more pleasure in studying	76	16	8
9	It develops the power of speech and participation in discussions	64	26	10
10	Improvement in the quality of the programmes and subject matter is essential.	62	29	9
11	The voice of the broadcaster is not satisfactory	30	26	44

DISCUSSION

Looking at the listening background of the students, it is observed from their responses that they are quite familiar with the radio. Further, they get pleasure by way of getting fresh information through the programmes like news, primary school broadcasts, secondary school broadcasts, songs, etc. This shows that they are interested in the programmes which are broadcast for their age group. In the school while listening to the syllabus based programmes, they like General Science, Oriya, English, History, Geography and Sanskrit programmes in the order of their preferences. Among the various forms of programmes dramatisation and story telling seem to be popular among them. This can be the starting point of reorganization of the SBP. So the SBP planners and executors should take this into consideration while designing various SBPs. It is also a good sign that the students desire to have pre-broadcast and post-broadcast activities in addition to the listening to SBP. This shows that they are aware of the usefulness of the syllabus-based programmes. Through their reactions they have also expressed that SBP helps them in getting new knowledge, improving the skill of pronunciation and developing the power of understanding the subject matters presented through the radio. From this, it is clear that SBP can play a significant role in improving various skills and qualities in the students.

So systematic planning of SBP according to the need of the students is very much essential. Coordination among the persons responsible for SBP both at the receiving end and transmitting end can only help in providing a variety of experiences to the children. This will help them not only in getting pleasure and relaxation while at school but also in increasing their achievement.

The instructional objectives of school broadcast programme can be attained only by putting continuous effort to meet the changing curricular needs of the school-going children who are the real consumers of the SBP. Regular investigations into the likes and dislikes of the students will help the planners to bring improvement in this system.

The information gathered about the SBP, and the views collected about the improvement of it from different sources like headmasters, teachers, and students, give meaningful clue to think about systematization of SBP organized for high schools of Orissa. The pertinent points discussed in different sections of this chapter will be of significance for planning and use of radio instruction, if the administrative authority of A.I.R., educational authorities at different levels and the teachers make conscious efforts in the same lines. Continuous appraisal of different aspects of SBP will give right feedback to the personnel involved in organization and implementation of this programme from time to time.

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