

**A CRITICAL STUDY OF THE VALUE
AND IMPORTANCE OF SCHOOL
BROADCASTS IN THE MODERN SECONDARY SCHOOL
EDUCATION IN INDIA.**

**THESIS SUBMITTED FOR
THE DEGREE OF DOCTOR
OF PHILOSOPHY
IN EDUCATION**



BY

ABDUL TAWAB

Department of Education

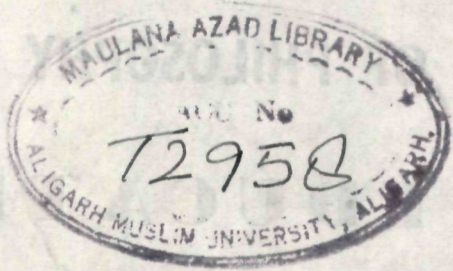
Aligarh Muslim University, Aligarh.

December 1980



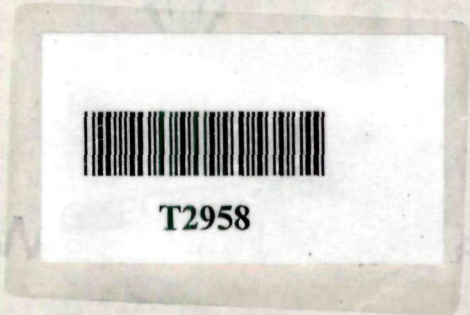
CRITICAL STUDY OF THE VALUE
AND IMPORTANCE OF SCHOOL
LEADERS IN THE MODERN SECONDARY SCHOOL
EDUCATION IN INDIA

THE DEGREE OF DOCTOR
THESIS SUBMITTED FOR



THESIS SECTION

3 SEP 1985



CHECKED 1996-97

- b) Importance and purpose of study
- c) Educational and cultural significance of Radio
- d) Justification of the problem
- e) Broadcasting as a means of expression

Chapter-II : School Broadcasting in its historical perspective.

A brief history of school broadcasting, giving important facts, properly dated along with appropriate statistics will be discussed.

Chapter-III : Supervision and control

- a) Relations between the state and radio organisation.

It will deal with such questions as "Is school broadcasting organised by independent bodies, by radio organization or by the state".

- b) Regulations concerning school broadcasting.

Are there any laws or administrative decrees concerning school broadcasting or only rules drawn up by the radio organizations themselves.

Chapter-IV : Management and Budget

- a) Administrative structure:

A critical examination of the organisation of school broadcasting service, will be made organization chart may also be given if necessary.

ACKNOWLEDGEMENT

THESIS SECTION

First of all I deem it my sacred duty and proud privilege to give vent to my deep gratitude and heart felt thanks to my revered supervisor Mr. Matishamar Rahman for according inspiration, encouragement, guidance and valuable suggestions to me in this venture. But for his full cooperation and timely advice, this work would not have acquired the present shape.

I am also thankful to all the other luminaries of the Education Department for providing every possible help and encouragement to me in my quest for relevant and needed material.

I will be guilty of ingratitude if I fail to thank the Director General of All India Radio and other Station Directors for extending their willing support and giving useful suggestions to me from time to time.

I am also very much grateful to the staff of the British Council Library, American Library New Delhi and English language Teaching Institute Hyderabad for their wholehearted cooperation and useful pieces of advice.

How can I possibly forget to thank my such close friends and relations as inspired and encouraged me to plod on the arduous path of research work whenever they found my courage flagging and spirit drooping in the face of numerous difficulties and obstacles that confronted me off and on during my period of investigation.

ABDUL TAWAB

b) Personnel:

People engaged, either full or part-time, in school broadcasting and their functions. Recruitment from radio organization or school organization or both.

c) Finance:

Problem of finance of school broadcasting will be discussed. Financial assistance to be made by state or private bodies.

Chapter-V Educational aspects of school broadcast

a) Teaching methods and subjects

General teaching methods used in school broadcasts; subjects regularly taught by radio; special teaching methods applied to each subject and most common forms of broadcasts (talks, dialogues etc.) Appropriate length of each broadcast and most suitable times.

b) Cooperation of Radio and the Schools

A general cooperation be organised between the radio and the schools. Efforts to be made to instruct teachers in the use of school broadcasts. The use of educational methods in school broadcasting. The coordination of school broadcasts with the syllabi of the schools.

c) Suitable ages

The principal age groups to which the school broadcasts are

directed and the age groups which yield the best results.

d) School broadcasting statistics:

Total No. of schools and pupils that use school broadcasts may be given.

e) Publications designed to be used with school broadcasts.

Publications with both for teachers and pupils.

f) Miscellaneous educational problems.

Problems resulting from the existence of both state and free education, and multiplicity of languages.

g) Systematic enquiries on school broadcasts:

Enquiries or surveys to be made for knowing the educational results obtained from school broadcasts and the expenditure made.

Chapter-VI: Technical conditions

a) Equipment of schools with receiving sets

The types of receiving sets used in schools, Agencies which pay for their supply and installation.

b) Problems connected with favourable reception

Condition of reception, means to improve it. Is there a special room reserved for listening to school broadcasts or receivers are installed in several class rooms.

c) Frequency Modulation in school Broadcasting.

d) International Exchange.

If any exchange of school broadcasts has been made.

e) Use of Television in school Broadcasting.

f) Future Plans:-

Description of plans for extension, alteration or improvement of school broadcasts.

g) School broadcasting in Professional Training.

Use of school broadcasting in training for the professions.

Chapter-VII: School Broadcasts in India

a) Its Historical Background.

b) The aim of Secondary Education in a Secular country like ours.

c) The Role Played by school broadcasts to realise the Educational Aims without very much changing the existing pattern of Secondary Education in our Country.

d) The Pitfalls and Barriers in the way of Radio Based Education and measures to over-come them.

e) The types of Radio lessons in various areas and their grading.

- f) Work done by different agencies in this field, and the related cons~~o~~, both in India and Abroad.
- g) Utility and Effectiveness of School Broadcast in the Secondary School Education of our country.

CHAPTER SCHEME

CHAPTER CONTENT

I INTRODUCTION

Importance And Purpose Of The Study.

Educational And Cultural Significance of the Radio.

Justification Of The Problem.

Broadcasting As A Means of Expression Expression.

II School Broadcasting In Its Historical Perspective.

III Supervision And Control .

Relations Between the States And Radio Organisations.

Regulations Concerning School Broadcasting.

IV Management And Budget Administrative Structure.B

Personnel

Finances.

V Educational Aspects of School Broadcasts.

Teaching Methods And Subjects.

Cooperation of Radio And The Schools.

Suitable Ages.

School Broadcasting statistics.

Publications Concerning School Broadcasts.

Miscellaneous Educational Problems.

Systematic Enquiries on School Broadcasts.

VI Technical Conditions.

Equipment of Schools with Receiving sets.

Problems connected with Favourable Reception.

Frequency Modulation In School Broadcasting.

Use of Tv In School Broadcasting.

International Exchange

Future Plans.

School Broadcasting In Professional Training.

VII School Broadcasts In India.

Its Historical Back-ground.

**The Aims of Secondary Education In A Secular Country
Like Ours.**

**The Role Played By School Broadcasts to Realise the
Desired goal.**

**The Pitfalls And Barriers In The Way Of Radio Based
Education And Measures To Overcome Them.**

**The Types Of Radio Lessons In Various Areas Of Educa-
tion And Their Grading.**

**Work Done By Different Agencies In This Field And The
Related Ones Both In India And Abroad.**

**Utility And Effectiveness Of School Broadcasts In The
Secondary School Education Of Our Country.**

Conclusion

Suggestions

SELECT BIBLIOGRAPHY.

APPENDICES

CHAPTER I

I N T R O D U C T I O N

Importance And Purpose Of The Study.

Educational And Cultural Significance Of The Radio.

Justification Of The Problem.

Broadcasting As A Means Of Expression.

I N T R O D U C T I O N .

In Dr. Johnson's Dictionary of 1827 the word broadcast has been defined as " the process of cultivating seed by sowing it with the hand at large or casting it broadly." In Chamber's Twentieth Century Dictionary the meanings of broadcast as given are " scattered or sown over the general surface : dispersed widely, communicated generally, by word of mouth, pamphlets, wireless or any other means".

In other words it may be said that radio broadcast stands for dissemination of knowledge or entertainments and communication of ideas from one end of the globe to the other. Thanks to the advancement of science that it has placed in our hands a very important and valuable instrument of mass media called the Radio. It is in fact a blessing in disguise for the entire man-kind.

(1) " The radio is not simply a mechanical device, adding merely to the reach and dissemination of human voice, and creating opportunity for the teacher to speak to classes in schools other than the one he is working in. It is much more. It can, in fact, claim to bring about a new development in educational method and practice. Educational programmes emphasise the social relevance of knowledge. They mitigate, in some measure, the defects of compartmental study of subjects. The conventional curriculum is organised around a systematic array of subject matter, neatly divided and subdivided into heads and sub-heads. No thinking teacher will ever claim or concede that this is any thing more than a convenience. But this division can, sometimes lead to the stressing of artificial distinction."

(1) Radio In School Education By G.L.Kapoor page 1 para 3
(Ministry of Education Government of India Publication No.508
published by The Manager of Publications Delhi 1961)

The above paragraph throws abundant light on the importance and utility of radio both for school and society. Mr. Norman Woelfel and I Keith Tyler in their well known book "Radio And The School" go a step farther and describe the utility of radio in almost all the spheres of American life. They say

(1) "Radio is an indisputable and indispensable part of every day life._____To these millions of American listeners radio is a source of entertainment and information, a form of dramatic and creative expression, an agency of communication and education." And again

(2) " Radio is a big business" _____

(3) " Radio today is a vocation for thousands of engineers, technicians and repairmen, for writers, actors and producers, for salesmen, managers and administrators _____"

Radio also plays a very significant role in the domain of literature as well as in the field of action. In the words of Woelfel and I.K.Tyler

(4) "Radio is a new form of drama and literature _____ we might remember, too, that radio broadcasts are heard by millions, books are read by thousands, plays are seen by hundreds.

Today, as we all know that the radio is indispensable in warfare. Every army unit, every ship, every tank, every plane is radio directed and radio controlled. _____ Not only in military warfare but in psychological warfare as well, radio is essential _____ in spreading confusion and defeatism among the enemy and in enlisting the support and cooperation of neutral nations, in encouraging unrest and sabotage in the occupied countries and in welding our own people together into unified nation."

-
- (1) Radio And The School By Norman Woelfel and I Keith Tyler
(Introduction page 7 para 1)
(2) Ibid page 8 para 2
(3) same 8 para 3 (4) same 8-9 paragraph 1 and 2

It is quite true that radio is a blessing for modern age. It has a number of advantages to offer both in the domain of formal as well as non-formal education. Prof. Humayun Kabir in his Foreword to Mr. Narendra Kumar's book entitled "Educational Radio In India" says

(1) " The radio has become one of the most powerful media of mass communication in this modern age. It can reach the farthest corner and bring information as well as understanding to numbers who cannot otherwise be reached. It is being increasingly used in advanced countries to overcome the shortage of qualified teachers and suitable books in the field of formal education. It is also being used to support and supplement programmes of general education for the average citizen whose education often stops at or soon after the elementary school "

Making special reference to our country India Prof. Humayun Kabir further says

(2) " If the radio has become a necessary instrument of education in advanced and progressive countries, the services it can render are still greater in a country like India. The wide spread illiteracy of our people makes it impossible to reach vast numbers except through the spoken word. Newspapers and journals cannot play here the role they enjoy in the advanced countries of the west. On the other hand, education through direct speech cannot cope with the needs of the situation because of the shortage of personnel and difficulties of transport and communication in large areas of the country. In this context, the radio can, through school and community listening sets, play a decisive role in bringing the treasure of the modern world to the remotest corners of India."

(1) Educational Radio in India by Mr. Narendra Kumar Published by Arya Book Depot New Delhi 5, 1967 page 1 para 2.

(2) In the Foreword of Educational Radio In India by Mr. Narendra

Mr. Narendra Kumar, as far as the utility of radio is concerned, seems to share the views of Prof. Humayun Kabir when he says

(3) " Radio, once looked upon as an entertainment medium, is increasingly becoming a powerful source for the spreading of knowledge, for the better understanding among peoples, and for the assimilation and understanding of different cultures and ideologies. In the educational field it is being more and more utilized as a dynamic teaching device in schools and as an instrument of adult education. It assumes a more significant role in educationally backward countries, where there is a shortage of qualified teachers, of suitable and profitable text books and other instructional facilities."

Radio brings into the class room a vast range of visual and rich experience which the teacher, with all his ability and material aids, would hardly be able to provide__

1- Radio offers materials in sound and imagined vision and through the accompanying illustrated pamphlets, in actual vision. Radiovision, with its coloured film strips allows for concentration on a sequence of large, vivid, projected pictures integrated with the broadcast programmes."

Radio utilizes all the sources of broadcasting to extend, deepen and enrich experience, to tickle the imagination, to stir the reveries of heart, to stimulate interests and to further knowledge as well as understanding to a considerable extent. Miss Mehra Masani in her well known book called Broadcasting and the people says about the usefulness of radio for our countrymen in the following words__

(1) Using Radio and Television- a guide to classroom practice
(a B.B.C. Publication pamphlet first published in May 1969
and reprinted in 1973-1974 page 3

(2)^u It is hardly possible to exaggerate the role which radio can play in our society. With seventy percent of our people illiterate and with most of them living in rural areas radio has been the most important and most effective medium for providing information and stimulating new attitudes wherever it has reached."

Radio broadcasts are not only useful for home consumption but they are also very helpful in conveying our rich variety of life, culture, literature, ~~artistic~~ architecture, customs, traditions and religious beliefs to the people of the lands lying beyond our shores. Apart from this they will apprise us of the styles of life of the people of other countries as well. In this way national barriers will gradually crumble down and we will move a head towards the cherished goal of becoming world citizens at large.

Freedom of holding opinions, giving vent to thoughts and feelings, receiving information and finally making communication, is unquestionable birth right of all the human beings under the sun. That is why Article 19 of the Universal Declaration of Human Rights, unanimously proclaimed in 1948 by the United Nations says__

"Everyone has the right to freedom of opinion and expression, this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."

(2) Broadcasting And The People, Chapter 2 The Air Network
page 7 para 1 published in 1977.

Undoubtedly radios can prove to be a very useful medium to achieve this end. B.B.C. also sums up its policy thus: "radio is first and foremost an extension and enrichment of experience through the sense of hearing". Therefore, it seems worthwhile to use radio, as much as possible, for all formal as well as informal education. Lord Reith once said that a conscious social purpose must be given to broadcasting. This is quite true. We must see what social purposes are valid and profitable in our dynamic society, and how far radio broadcasts can help in their fulfilment.

Importance And Purpose of The Study.

Importance and utility of school broadcasts cannot be challenged or gainsaid by any sensible man in the world. They transcend all possible and imaginable doubts and disputes. They can invigorate, vitalize and make the formal, nonformal and continuing education of the country more effective, meaningful and delightful over and above. UNESCO Report entitled Education By Radio By Roger Clause, published in 1949 defines educational broadcast in the following words:

(1) "A broadcast is educational if it is designed and executed for a specific didactic end and fits into place in a coherent and graduated whole." It further tries to elaborate the same as under :-

(2) The didactic object, system and graduation are the necessary elements and distinguishing characteristics of all education, they are its sine quanon. It is not enough that a particular broadcast should "teach or educate" for it is to qualify as "educational," a necessary further condition is that it be one of a series along the same lines and that its content, form media and place in the series be determined in the light of pedagogical requirements." The above definition and its elaboration leave much to be desired because many important and essential aspects of child's personality such as physical, mental emotional and recreational ones have been ignored. Hence, this

definition is lop-sided and unacceptable.

There is no doubt that radio has an educational mission to fulfil. It must do its best to achieve the desired goal. The educational task of the radio can be safely divided into two parts. The first deals with the listeners outside the school premises and the second one concerns the children receiving education inside the classes in group forms. The former is known as popular education and latter is called School Broadcasting. What the Unesco report published in 1949 says about popular education broadcasts is as under :-

(3) "Popular education broadcasts are generally directed to adults in their own homes and designed to furnish them with general or technical knowledge that they were unable to acquire during their school days, or that they have since lost."

This is really a very convincing as well as comprehensive definition of popular or adult education. It aims to supplement and enrich the knowledge that the adults had acquired before hand and to revive that which they had learnt and forgotten. In case the popular education broadcasts are organised and executed with the objects mentioned above, they will go a long way in dispelling the darkness of ignorance and illiteracy from the masses of a country where the rate of literacy is lamentably low. The same unesco report describes the school broadcasting in the following words:-

4- School broadcasting on the other hand arranges educational

.....

broadcasts for homogeneous groups of pupils working under the supervision of a teacher. School broadcasting is for the pupils generally children or young people of school age who listen in a body. They are of the same age group, on the same mental level and have almost the same interests. Each such group is accordingly homogeneous in character. Lastly school broadcasts are followed up by a teacher whose remarks are designed to secure the best educational yield from the subject broadcast."

The above definition is no doubt compact but specific. It is applicable only in such affluent and advanced countries where children, from the very beginning, are divided into groups on the basis of age, ability, aptitude and interests. But in poor and developing countries like Nepal, Sri Lanka, India, Pakistan, Burma and Bangla Desh, school classes are a mixture of pupils having different ages, mental levels, interests, abilities, inclinations, and family background. Hence, the problem of school broadcasting in these countries becomes a bit difficult and complex -

-
- (1) Press, Film And Radio in The World Today. Series of Studies Published by Unesco. Education By Radio, School Broadcasting Chapter Education And Culture page 11 para 4.
 - (2) Ibid page 11 para 6
 - (3) Unesco Report Published in 1949 Chapter, Education Through The Radio (Popular Education and school Broadcasting) page 12 para 3.
 - (4) Unesco report of 1949 Chapter, Education Through The Radio page 12 paras 4,5)

(1) " In India especially where we have been wedded far too long to past forms and modes of thought and action, new experiences, new processes, leading to new ideas and new horizons, are necessary. Thus we will change the static character of our living and make it dynamic and vital and our minds will become active and adventurous. New situations lead to new experiences, as the mind is compelled to deal with them and adapt itself to a changing environment."

Undoubtedly, we have to bring about a radical change in the ways of living and thinking of our people so that they may be able to emerge from the gloom of ignorance and make all round progress in order to keep pace with the people of advanced countries of the world. They have to take full advantage of the explosion of knowledge in the modern age and better the lot of their country and countrymen alike. At present about 82 percent of our people live in villages and 76 percent of them are deprived of the light of literacy. Hence, school broadcasting in a developing country like India becomes all the more vital. It can provide sufficient educational facilities to children as well as adults living in the far flung and sequestered villages of the country

(2) " Radio alone leaps the bounds of space and literacy. Correctly used, it can make a universal approach and appeal for the sublimation of the human mind, spreading knowledge and techniques necessary for progress and prosperity. It can mobilise human resources and enlist the active and informed cooperation of the people"

(1) - Radio and Television, Report of the Committee on Broadcasting and Information Media, Ministry of Information and Broadcasting

Mr. I Keith Tyler in his Foreword for Mr. William B. Levenson's book "Teaching Through Radio", refers to the significance of radio for education in the following words---

(3) "That the radio has much to contribute to education few would deny. That schools are lamentably backward in making use of this important instrument is equally indisputable. Fortunately, however, there are many bright spots in an otherwise dark picture scattered here and there throughout the country are individual class rooms, single schools and entire school systems which have realistically accepted the fact of radio and its tremendous influence and have adjusted the curriculum teaching process and even administrative practices to take full advantages of this powerful learning aid." Whatever Mr. I Keith Tyler has said about the schools of Cleveland Ohio in the above paragraph is to a great extent applicable to Indian Schools also. They too are not making full and profitable use of this powerful instrument called radio. But a bright ray of hope is there. Our schools and Government both are gradually realising the value and utility of school broadcasts in the furtherance and enrichment of the quality of education.

Government of India New Delhi chapter 1 entitled Role of Radio and television, page 9 para 1.

(2) The same report page 38 para 1.

(3) Teaching Through radio By W.B. Levenson, Foreword by I Keith Tyler page 5 para 1 published by Farrar And Rinehart INC New York (June 1943)

(4) " Just as, says Mr. W.B. Levenson, industry has learned that it must use modern tools for efficient production, so education has learned that the teacher must be provided with the latest devices to prepare the children to live happily in a complex society. The school day is fairly a long one. The years of learning required for effective participation in a the modern society are already many, and as more education and specialized teaching are demanded, those responsible for the education of the youth will need to employ the best tools available. The radio is one of these. It is not a panacea, but there is ample evidence that, when used judiciously, radio is a dynamic force in teaching."

Some old fashioned pedagogues of our country regard radio as a mere gadget which will be forgotten with in a few years. But it is their mistake and shows their short sightedness as well as distrust of the radio which is a potent instrument of education. It exercises enormous influence upon the thinking and conduct of people.

(4) Teaching Through Radio by W.B. Levenson published in 1945, Chapter 1 The Contribution of Auditory Aids to Teaching . Page 4 , para 1

No other medium reaches so many men, women and children at the same time or has so direct and forceful an appeal. It can help our children and youths to become efficient and valued citizens fit enough to live happily in our complex modern society.

It is absolutely wrong and baseless to think that school broadcasts will replace the teachers in the class and throw them out of employment. Really speaking the need, utility and importance of the teachers in the class will become all the more paramount. They will be there to render all possible help to the students before, during and after the broadcasts. Without their active and efficient aid to the pupils radio lessons will simply fall flat upon them and fail to deliver the maximum and desired goods. B.B.C. pamphlet, Using Radio And Television, says, (1) Radio, radiovision and television bring into the class room an extensive range of vivid, aural/visual experience that the teacher would normally be unable to provide. It adds -

(1) B.B.C. pamphlet entitled using Radio and Television - a guide to class room practice, first published in May 1969 and reprinted in 1973-74 Page 3 ,Para 1

(2) All three use the resources of broadcasting to extend and deepen experience, to stir the imagination, to stimulate interests and to increase knowledge and understanding. They combine music, drama speech, the voice of the artist, philosopher, naturalist or young apprentice, the services of the best of story tellers, readers, actors artists and musicians, the contribution of experts and the guidance of teachers and other educationists.

Thus we see that teachers role in the school broadcasting system can not be belittled because

(3) Broadcasts are not self contained "lesson", nor in any way should they be seen as a substitute for the teacher. The teacher makes use of them as he would. Other available learning resources, in order to make a particular contribution to the learning situation he wants to create in the class room. They can of course be used in conjunction with other resources".

For effective use of broadcasts in the class room it is necessary that teachers should prepare plans with full professional attention and thought. They must bear in mind that the planned use of broadcasts

(2) Ibid page 3 para 3

(3) Using Radio and Television BBC Chapter entitled Broadcasts As Resources. Page 3 Para 5.

demands advance knowledge about the provision. In addition to this, regular transmissions have to be flexible and creative not stereotyped. Mr. Sidney Holgate laying emphasis on the cultural significance of broadcasts, says

(4) " It is the job of broadcasting in my view not to be evangelically educative, but to stimulate the cultural requirements of its audience incidentally by arousing their curiosity."

Elaborating the above view and corroborating its correctness Mr. E.G. Wedell in his article Patterns of Broadcasting Structure, says :-

" The broadcasting policy is to be set firmly and permanently into the context of social and cultural policy (in so far as this is now emerging of the policy for public subsidy to the arts) so that we do not find ourselves undoing under the terms of one act of policy the good that we do through another. Secondly the development of structures which enlarge the circle of those able to participate responsibly in broadcasting is equally important. There is no need to labour compensatory role of broadcasting institutions at a time when -

(4) Structures of Broadcasting, a symposium Edited by E.G. Wedell, chapter 4 Entitled Radio For Local Communities contributed by Sidney Holgate Page 32 Para 1 .

the number of outlets for the expression of opinion in the press is contradicting. Unless a community can talk to itself easily and with vigour, democracy can not survive." System of school broadcasting may be deficient from technical point of view but it must not, by any means, fail to boost the national character and promote the common as well as the largest good of the entire mankind irrespective of caste colour, creed and sex.

Mr. Melville Dinwiddie rightly says :-

(5) " The most distinctive mark of our humanity is the ability to exchange ideas. Man must communicate to live and his power to respond to what he hears and sees, places him high in the scale of creation."

Radio, which is the most vital contribution of science to modern ages can be of great help and utility in the area of communication provided a sincere attempt is made (6) "to give a conscious social purpose to the exploitation of this medium."

(5) Religion By Radio, Its Place in British Broadcasting By Melville Dinwiddie Published in 1968, Page 13 , Para 1

(6) Broadcasting and the community By J.Scupham London C.A. Watts and Co.Ltd. Ist published in 1967 Chapter 1 & Page 1, Para 1

The Beveridge committee of 1949 held almost the same views. (7) It maintained that the highest social purpose of broadcasting is in the last resort one of education and the Pilkington Committee of 1960 said that " almost all broadcasting should have an educative effects."

The major contribution which broadcasting can make to education, formally informal and continuing is of great and ~~great~~ growing significance in connection with our present needs of society and our present educational situation. We wish to build a progressive economy depending on mass consensus, individual and collective liberty. This goal can be achieved only when we have a better informed democracy. Beveridge Committee of 1949 suggests :-

(8) " If schools are to maintain teaching standards inspite of the pressure of numbers, and at the same time to preserve continuity of a culture in an age of social mobility, at this juncture broadcasting can render two services of signal importance to the nation. On the one hand it can give its support to the national system of education. On the other hand it can help through the great body of general -

(7) Broadcasting At Home and Abroad Problems and Prospects Page 2 Para 1

(8) Broadcasting At Home And Abroad, Problems and Prospects Page 3 Para 1

programmes to close some of the great gaps that still exist between leaders and led, experts and plain men, the home and the school, the educated and those who missed the opportunity of education."

Broadcasting, of course, helps in developing new and desirable social attitudes among the would be and full fledged citizens of the county. The Beveridge Committee of 1949 rightly concludes :-

(9) " Broadcasting has established a new social habit which cuts right across the boundaries of sex, of age and of social class."

There is no doubt that broadcasting will inspire us to move towards complete social involvement and

(10) " a general Cosmic Consciousness."

There is almost a general agreement on the value and importance of school broadcasts as one of the media of class room instruction. But its full success depends on how it is received at the receiving and called school. Mrs. M. Chos'i, a teacher of the New - Era School Bombay says :-

(9) Ibid Page 5 Para 1

(10) Phrase used by Mr. Marshall M.C. Luham.

(11) " The value of the radio as an instrument of education is by now accepted all over the world. There is not a country whose broadcasting system does not make provision for its school. School broadcasts bring a fresh voice into the class room. They open a new window on the world. Like all mass media, they make a powerful impact, and if not used rightly, can be misused with equal effect. It is in school that we can train children to use the radio as a source of education and aesthetic enjoyment of a high order, so that as citizens they will not want to listen only to trivial or sensational programmes."

Every teachers is expected to make the best use of this medium for educational purposes. It is true that it has its own shortcomings but they are surmountable. The first weakness is that broadcasting is a medium to the ear alone. It is learning by listening while the pupil is a passive recipient. He has little participation in the learning process and situation. The second drawback is that school broadcasts are time bound and rigid.

11. Secondary Education Published By Ministry of Education Govt. of India , April 1959 (A Quarterly Magazine) Chapter School Broadcast At the Listening End, Page 10 Para 1

Both these difficulties can be easily overcome by effective and illustrative follow up work accorded by the teacher and the provision of tape recorders in the class rooms. Miss Mehra Masani, retired Deputy Director General of All India Radio, in the Introduction of her famous book entitled Broadcasting And The People lays special emphasis on the importance of broadcasting for poor countries which are heading towards progress. She says (12) " In the developing societies, the role of broadcasting is far more comprehensive. It has been used to make significant advances in education, health and general welfare; it has modified attitudes and behaviour to promote progress and development; it has portrayed popular culture which other agencies could not transmit." It is quite true that broadcasting can make a substantial contribution to the general welfare of the society. It can very well bring about a radical change in public opinion, develop or transform people's taste and become an integral part of personal and public life. Miss Masani further says (1) " What is the responsibility of broadcasting to society ? Broadcasting shares the characteristics of creative art with other intellectual and aesthetic -

(12) Broadcasting And the People By Miss Mehra Masani, Published in 1976 By the Director National Book Trust A-5 Green Park New Delhi. Introduction Page 4 & Para 1

pursuits but it also has something of the character of a public service - a public utility - which must provide an efficient, regular and honest service to the entire country. This is the first obligation."

The Broadcasts are very helpful in contracting friendship with Governmental authorities as well as common people of other countries. Excellent programmes of music, tal's discussions and feathres depicting the rich variety of Indian life and people, their culture, customs, dresses, fine arts and religions can not fail to sin over the hearts of the listeners abroad.

Lord Roith once said that a conscious social purpose must be given to broadcasting. Hence, it becomes incumbent on our part to examine and determine the basic social purposes that are valid and conducive for our society. Miss Mehra Masani sums up some of the objectives of broadcasting as undars :-

(2) " Broadcasting must help to ma'Ve us a better informed democracy and strengthen the democratic fabric of our constitution. The responsibility of broadcasters to do so is all the greater in a country with a large number of illiterate people.

(1) Ibid (Introduction Page 4 & Para 3).

(2) Broadcasting And the People by Miss Mehra Masani, Chapter The Future of A.I.R. page 167 & Para 3

In a modern society no individual can perform his civic duties unless he receives a steady flow of information that enables him to understand important issues. But if such information emanates from only one source there must be provision for the effective dissemination of critical or alternative views. It is only the conscious and informed choice of policies which can strengthen democratic institutions. In addition to this broadcasting must bring within its purview the scrutiny of the plans and policies of the Government and see that every important issue of public interest must be fully brought into lime light. It has to accelerate the speed of social transformation and modernization specially in a developing country like ours. It will also attach enough importance to nation building programmes which are often neglected and see full cooperation of the people in their effective implementation.

In a society or country wedded to democracy, it is the prime duty of broadcasting to support the broad national objectives and schemes. Its aim must not be to indoctrinate the people with a specific political philosophy propounded by the man or party in power. Miss Mehra Masani seems to ~~say~~ hold similar views when she says --

(3) " The aim of broadcasting should not be to implant any definite theory or preferred ideas of life in the minds of the audience but to provide full and unbiased information which would help people to form their own opinions in a rational way. Democracy depends on discussion and debate and democratic Governments must depend on the consent of the people. This can only be obtained if the Government and the opposition are able to make their views known."

Thus we see that the importance and utility of educational broadcasts for schools, villages, cities and country as a whole are unquestionable and beyond measure.

EDUCATIONAL AND CULTURAL SIGNIFICANCE
OF THE RADIO

During the last fifty years radio has occupied a very important place in the life of the people of almost all the developed and developing countries of the world. It has become a part and parcel of our daily routine and habits. Mr. Roger clause in the book entitled Education By Radio, describes the various roles of the radio and at the same time guards us against the dangers of its being misused . He says --

(1) " As a medium of expression whose foundations are the spoken word, music and sound, radio has assumed or been given the most diverse tasks, amusement, information, the interplay of ideas, public service, education and culture. The educational use of radio is only one of its many aspects and there is a danger that if its role is not clearly defined it will be misused, either because the possibilities of the medium will tempt the users into fields which are not those of education, or because the demands of education will call for services which by its limitation the medium is not able to provide."

(1) Film, Press and Radio in the world today. Series of studies published by Unesco. Education By Radio, School Broadcasting By Roger clause Printed in France By M. Blondin 1st impression 1949 (copyright by Unesco Paris) Page 11

The above mentioned apprehension is not far removed from the truth. In the absence of the well thought out aim and clearly defined role of education the radio as a medium, will not be able to further the cause of education or deliver any significant goods to the pupils and people at large. Therefore, it is imperative on the part of educationists and politicians to determine the aims and objectives of education in a very clear manner free from all ambiguity and equivocation. It has to be done in the light of social cultural, economic, scientific as well as ethical needs of the country. At the same time biological and psychological factors causing individual differences should also be taken into full consideration.

Radio can not be dismissed as a mere "gadget" which will slip out of people's mind in a couple of years. It is a very powerful medium of communication in the modern times. It exercises a potent influence on the minds and hearts of the listeners. Mr. William B. Levenson in his book Teaching Through Radio says -

(1) " But statistics alone do not demonstrate the enormous influence of radio upon the thinking and -

(1) Teaching Through Radio By W.B. Levenson, Director
Supervisor of Radio Board of Education Cleveland
Ohio, published by Farrar And Rinehart INC New
York . June 1945 Page 4 and Para 4

conduct of people. No other medium reaches so many people simultaneously or has so direct and intimate an appeal."

The Radio has really become a part and parcel of our daily life. We can not live without it because it is a very useful and effective means of our psychic amelioration, nourishment as well as delight. Mr I. Keith Tyler in the Introduction of the book Radio And The School, says :-

(2) " To these millions of American listeners radio is a source of entertainment and information, a form of dramatic and creative expression, and an agency of communication and education."

The potentialities of radio in the domain of education are by no means things of cloud lands. They are as real and purposeful as anything. Throwing light on the prerequisites for radio use Mr. I Keith Tyler says :-

(2) Radio And The School Edited by Norman Woelfel and I Keith Tyler, Prepared by the staff of the Education of School Broadcasts Project Published by Yonkers - on - Hudson, New York, World Book Company 1945 Page 7 and Para 1

(3) " First, it is evident that radio and sound equipment is a prerequisite to the use of radio in schools. Without radio receiving sets, teachers can not listen to broadcasts in their class rooms, without record and transcription players, they can not make use of educational recordings, without satisfactory equipment, in short, teachers sincerely interested in the educational possibilities of radio can make only half hearted attempts to incorporate radio into their class room procedures . "

The modern child is of course a Radio Child'. He is very much interested in listening radio programmes. Therefore, it is the prime duty of the teachers to make the most of this natural and healthy interest of the children in radio. The study of radio can rightly be the subject matter of school course and it will bring about useful results. For instance it will make young boys and girls democratically sound and self reliant in their approach towards the novel as well as intricate problems of life and the world. But discrimination in radio listening is very necessary otherwise democratic values can not be preserved. Mr. I. Keith Tyler making special reference to Hitler's tyrinical reign says :-

(4) " Radio is a powerful medium for good or for ill ---- It is not only that radio can affect our thinking and attitudes, it also can directly stimulate us to aggressive action. The samples of Hitler's own persuasive radio techniques made clear the vivid contrast between Nazi promises and brutal Nazi realities."

Radio is not simply a mechanical device helping in the spread of human voice from one part of the world to another, or giving an opportunity to the teachers to talk to classes in schools other than those they themselves are engaged in . It is something more than that. It can initiate new development both in educational method and practice. Maulana Abul Kalam Azad in his message for the book Radio In school Education by Mr. C.L. Kapoor says :-

(5) " If we can fully utilize radio and television, we can effect very great changes in our schools. The best teachers of the country can reach far wider numbers than is possible today. Lectures and books can be largely supplemented by radio, though there should be no question of the one supplanting the other.

(4) Radio And The School By I. Keith Tyler. Chapter 11
Developing Programme Discrimination Page 290
Para 2 .

(5) Radio In School Education By Mr. C.L. Kapoor
Published in 1961 vide Publication No. 508
Page 3 and Para 1

There is after all, no substitute for a really good teacher, but just as books have been an aid to him, radio and television can also become his useful instruments.

It is quite true that radio is a very effective and wide ranging instructional tool in the hands of the modern teachers. It can open new vistas for the children living in different countries and climes of this planet of ours. In the words of Levenson ;

(6) " In short radio and television provide the class room with windows on the world, with magic carpets that transport pupils to other lands, to other sections of their own land, and to new and different climates of opinion and culture.

Mister C.L. Kapoor seems to share the same views regarding the utility of radio for school and mass education when he says :

(7) " Children and adults need to be informed faster and more fully than ever before and the traditional methods of teaching and learning are facing a strong challenge. It is our good fortune that a new technological aid to mass education should come just when the time calls as never before, for an accelerated tempo in class room instruction and the dissemination -

(6) Ibid Page 3 Para 3 Message For the Book By Levenson.

(7) Radio In School Education By C.L. Kapoor pub. in 1971

of knowledge to the public at large."

But at the same time we must not forget the fact that radio is not a single or isolated experience. It is inextricably woven into daily pattern of our lives all the year round. To day about 82 per cent of our people live in villages and 70 per cent of them are deprived of the light of literacy. Radio can be of great help in dispelling the darkness of ignorance from the minds of the people living in villages. It can apprise them of new methods and devices and give them incentives to act in new ways. In the field of social betterment radio programmes can help a great deal in the development of socially and morally desirable attitudes in respect of caste, marriage, dowry, child rearing, health and sanitation, among the rural masses. The B.B.C's policy of supplementing the teachers work by putting forth programmes which would widen the mental horizons of the students without following the school curriculum is really laudable. Talks and programmes devised and broadcast by able teachers would enrich the experience of the pupils and teacher alike and bring the world into the schools. Hence BBC once declared that "radio is first and foremost an extension and enrichment of experience through the sense of hearing."

To sum up it may be said that radio can help beyond measure in the improvement, enrichment and dissemination of education both inside as well as outside the school premises.

Education and culture are inter-dependent. They complement and supplement each other. The aim of education is to unfold the innate qualities of the children in a specific social milieu.

Culture is not mere learning . It is discrimination nay, it is the understanding of life. According to Swami Vive'anand, culture is not a pose of intellect or a code of convention, but an attitude of life, which finds nothing human, aliēⁿ common or unclean. Liberal education aims at producing moral gift as well as intellectual sweetness of temper and sanity of outloo^r. It is the basic factor contributing to the development of an ideal culture. Culture, as our great philosophers have interpreted it, is something which is connected with almost every activity, endeavour, inspiration and aspiration of man's life." It is the essence of our enlightenment and refinement of thoughts, ideas, actions and reactions. It ma'es us realize our innerself - our soul. In a nutshell, culture is the spiritual introspection.

It really means the total way of living of a particular community or the people at large. It includes all the activities of a common man from early morning till late in the night. It is also hereditary and passes on from one generation to another. Radio can help alot both in the improvement of education and the transmission of culture. But there is a flagrant danger of confusion and misunderstanding if a man tries to draw ~~and~~ a clear demarcaton line between the educational and cultural tasks of radio. No doubt some differences are there but they are of a very minor nature. Mr. Roger clause, referring to the salient features of educational broadcasts says :-

(1) " The didactic object, system and graduation are the necessary elements and distinguishing characteristics of all education, they are its sinequanon.

It is not enough that a particular broadcasts should "teach or educate" for it is to qualify as "educational" a necessary further condition is that it be one of a series along the same lines and that its content, from media and place in the series be determined in the light of pedagogical requirements. As regards the cultural broadcasts, the views of Mr. Roger clause are as follows :-

(1) Education By Radio, School Broadcasting By Roger Clause. Chapter Education and Culture Unesco Series published in 1948, Page 11 & Para 5

(2) " Cultural broadcasts are free of such strict requirements, the sole criterion for so classifying them is that they merely transmit something from a portion of our intellectual and artistic heritage or see to create a new art."

The above mentioned classification between educational and cultural broadcasts is not entirely acceptable. Reasons are quite obvious. It circumscribes the scope both of education and culture. The Former becomes only a didactic and graduated system while the latter confines itself to the expression of merely intellectual and artistic heritage. Really speaking educational broadcasts, besides being didactic systematic and graduated, should be natural, thought provoking and pragmatic in their approach so that they may be able to ameliorate the individual as well as collective life of the children men and women in an effective and harmonious manner. In this way they would become well balanced individual and valued citizens. On the other hand cultural broadcasts apart from transmitting cultural subjects or presenting artistic creations, are expected to satiate general sensibilities of the pupils and adults and throw light on the prevailing social customs, practices, beliefs and established moral values of the time.

Dr. Za'ir Husain in the 4th series Broadcast over AIR December 1958 says :-

(3) " Education is the individualized subjective revivification of objective culture. It is the transformation of the objective into the subjective mind. It is an individually organized sense of values awakened by goods of culture which are embodiments of the values accessible in experience to the person concerned."

This shows that the ties between education and culture are very close. They are the two facets of the same coin.

(4) " ---- all training as Gandhi Ji in his Autobiography said 'without culture of the spirit was of no use, and might be even harmful. Therefore, radio should not be merely a medium of recreation or dissemination of knowledge but a potent instrument for the assimilation and understanding of various creeds, cultures and ideologies of the world. This is the reason why Mr. E.G. Wedell in his article entitled Patterns of Broadcasting structure says :

(3) Sardar Vallabh Bhai Patel Lectures: Educational Reconstruction In India, By Dr. Za'ir Husain 4th Series Broadcast over AIR December 1958 Page 17, Para 16 and Chapter 1.

(4) Gandhi Ji Autobiography Page 413

(5) " The broadcasting policy is to be set up firmly and permanently into the context of social and cultural policy (in so far as this is now emerging c-f the policy for public subsidy to the arts) so that we do not find ourselves undoing under the terms of one act of policy the good that we do through another. The writer holds the view that cultural policy of the country is of vital significance. It must be considered as the bed rock on which the exquisite edifice of education policy of the country will be erected. Besides this the sound and rich cultural heritage of a county will also accord stability and permanence to the over all policy of the country, framed keeping in view the greatest good of the greatest number.

AIR, with all its meagre resources and limitations has been rendering yeoman's service to the nation by giving due place to educational and cultural subjects in its programmes. For this, it deserves our heart felt thanks and gratitude.

(5) Structures of Broadcasting, A symposium edited by E.G. Wedell held at Manchester University Printed in 1970 By Spotteswoode Balkentyne and Co. Ltd. London and Colchester, Chapter 12 , Page 101 & Para 3

Radio is a very powerful medium of communication and instruction. It has brought about complete revolution in the field of both formal and non formal education .

Mr. I. Keith Tyler in his Foreword, for the book Teaching Through Radio By William B. Levenson, written in June 1945 says :-

(1) " That the radio has much to contribute to education few would deny. That schools are lamentably backward in making use of this important instrument is equally indisputable. Fortunately, however, there are many bright spots in an otherwise dark picture.

Scattered here and there throughout the county are individual class rooms, single schools and entire school systems which have realistically accepted the fact of radio and its tremendous influence and have adjusted the curriculum teaching process and even administrative practices to take full advantages of this powerful learning aid."

(1) Foreword Written by I. Keith Tyler in June 1945 for the book Teaching Through Radio by William B. Levenson Page 5 Para 1 Published by Farrar And Rinehart INC New York, June 1945

Thus we see that the importance and utility of radio in making the education accessible to the last man of the country, are beyond measure and doubt. Mr. Roger clause makes a clear cut distinction between popular education and broadcasting in the following words :-

(1) " Radios educational task has two branches; the first is concerned with listeners outside the schools and the second with pupils organized in classes. The first is popular Education and the second School Broadcasting."

As regards the subject matter, organization, supervision and control of these branches, the writer further says :-

(2) " Popular education broadcasts are generally directed to adults in their own homes and designed to furnish them with general or technical knowledge that they were unable to acquire during their school days, or that they have since lost."

(2) Book Education By Radio, Chapter Education Through Radio published by Unesco in 1949 Page 12 & Para 1.

(3) Ibid Page 12 & Paras 3,4 & 5.

" School broadcasting on the other hand arranges educational broadcasts for homogeneous groups of pupils working under the supervision of a teacher. School broadcasting is for the pupils generally children or young people of school age who listen in as a body. They are of the same age group, on the same mental level and have the same interests. Each such group is accordingly homogeneous in character. Lastly school broadcasts are followed up by a teacher whose remarks are designed to secure the best educational yield from the subject broadcast."

Thus it is quite obvious that radio can do much in the sphere of popular education and school broadcasting. It gives students and adults a sense of participation which makes the learning process more interesting, effective and meaningful. Mr. William B. Levenson in his book Teaching Through Radio, rightly says :-

(4) " The qualified teacher knows that direct more than indirect, experiences are productive of learning. The carefully selected pupil activity, the well planned field trip, the practical problem which grows out of a felt need -- all these are participatory in nature and effective educationally. But life is too short and society too complex for the average child to obtain -

' immediate 'knowledge' of many things."

There is no doubt that 'knowledge gained through first hand experience is both useful and lasting. It gives pupils the delight of self discovery and pleasures of personal contact. Radio opens the doors of class room to the world at large. Child learns and enjoys actual programmes such as Independence day celebration at the historic Red fort at Delhi or opening session of parliament. He has a direct feeling of participation in them. Only the accumulation of facts is not at all the aim of education. It is the 'knowledge and application of those facts for useful purposes, that count in our practical lives. In the important matter of promoting harmonious inter-racial relations Rachel Davis Du Bois in his book 'Get Together Americans, points out "when working in the area of racial and cultural conflicts one should remember that people do not change their attitudes about ^{other} groups of people by merely acquiring facts. People do not act according to what they know but according to how they feel about what they know." It is very easy to impart information to the children but it is a -

(4) Teaching Through Radio by William B. Levenson..
Published by Farrar And Rinehart INC. New York
in June 1945, Page 7 & Para 2

Herculian task to develop desirable attitudes in them. We all know that attitudes are not the outcome of the reasoning faculty alone; they are moulded by the powerful influence of emotional drives as well. Here radio comes forward as a great help to the teachers. It uses drama and music for creating an emotional impact on the listeners.

No teacher can claim to be adept in every branch or area of the subject he teaches in the class. There is an explosion of knowledge and the stock of available information is increasing rapidly and constantly. Therefore, an already overloaded class room teacher can not possibly exploit all the possibilities. He needs some impetus and help from the authorities who are better informed and duly trained in the subjects concerned. Mr. William B. Levenson rightly says :-

(5) " The occasional appearance of an authority before the microphone, whose material is planned to relate to the interests, needs and capacities of pupils, can be of active assistance to the teacher. As the leaders of the contemporary life -- political, scientific, industrial and educational -- deliver their messages, they become members of the teaching staff.

And thus, as Darrow puts it, one can 'substitute first hand enthusiasm and mastery for second hand interest and half digested information.'

In this way both teachers and his pupils are sufficiently benefited. The former gets a chance to observe the methods of an expert being applied in his own class room and the latter receives such information as is useful and stimulating.

Education through radio can be effectively imparted only when all the schools are in possession of radio sets. Apart from this teachers should be provided with sound equipments as well. They must have practical knowledge and training in handling them in a proper and profitable manner. Norman Woelfel and I. Keith Tyler in their book Radio And The School, describe the potentialities and prerequisites of radio in the following words.

(6) " First, it is evident that radio and sound equipment is a prerequisite to the use of radio in schools.

(6) Radio And The School edited by Norman Woelfel and I. Keith Tyler, Prepared by the Staff of the Evaluation of School Broadcasts Project, Published World Book Company The House of Applied Knowledge Established MC MV by Caspar W. Hodgson. Yonkers on Hudson New York in 1945 Chapter 1 Radio In American Education Page 1 Para 1

Without radio receiving sets, teachers can not listen to broadcasts in their classroom, without record and transcription players, they can not make use of educational recordings; without satisfactory equipments, in short, teachers sincerely interested in the educational possibilities of radio, can make only half hearted attempts to incorporate radio into their class room procedures ---."

For proper and maximum utilization of radio programmes, the presence of the teacher in the class room is inevitable. He is not there simply in the capacity of a mechanic who turns the radio sets on and off at proper time and sits down as an unconcerned spectator. He must be alert and ready to extend full cooperation to the students in the class so that they may be able to make the most of the school broadcasts. He should know what broadcasts to use, at what time it would be put out and at what station. In addition to this he has to check the radio set in his class room to make sure that the particular station is correctly tuned to that volume and tone controls are properly adjusted and that reception is clear in all parts of the room. He is expected to find out ways
are-----

and means of making to radio material best fit into the course of study as laid down in the syllabi.

He must adopt measures to motivate and prepare the class for the listening experience and see that listening conditions in the class room are perfect in all respects during the period of the broadcast itself. He should take some notes on the broadcast and help the students during follow up of the individual or group activity.

(7) " As the teacher learns to do these things well, he grows in professional stature himself and he sees the children take new interest in their class work-----."

Radio has a very wide area of interest. Its beautiful and effective style of presentation helps in bringing the novel ideas and novel kinds of information produced by the fast tempo of modern life to the attention of teachers and taught. Radio has really conquered both space and time. It unfolds before our minds eye the pageant of the great events of history in a vivid manner and makes the dim past live in the memory of the listeners.

(7) Ibid Page 8 and Para 1

Therefore it is necessary that radio listening should be made an integral part of curricular experiences of boys and girls because it is an important part of their out of school experiences. Nation wide school broadcasts will accord general but useful educational experiences to all the schools of the country. These days education, broadly speaking stands for collecting pieces of knowledge in different fields. The total result of this education is confusion, disappointment and apathy towards life and the world. Hence it is of the fore most importance that every country must have a profound educational and social philosophy.

Children are generally instinctive and emotional beings. They have little to do with reason. If they are over excited, there must be a proper outlet for their emotions. In the absence of it which they are are lively to become nervous and visionary. Their contact with reality may become negligible. There is absolutely no doubt that emotions have their own significance and utility. They goad an individual to activity. Therefore emotions should not be allowed to remain pent up in the hearts of the children or else they would tell upon their mental and physical health adversely. Radio, through its interesting, educational and cultural programmes, can help the children alot in giving full vent to their emotions.

It will also do away with the defects of compartmentalized study of subjects. Mr. C.L. Kapur in the Introduction of the book entitled Radio In School Education says :-

(1) " School broadcasts are devised to counteract and mitigate this tendency . The broadcast is usually worked round real life situations and draws upon related and interrelated areas of knowledge to build up learning situation in the context of every day experience of the listener."

Not only this :-

(2) " Broadcasts adopt a problem approach to the communication of knowledge. As mentioned before, they are developed round an interest or a real life or a near life situation. They do not deal with knowledge theoretically or compartmentally. Ideally, radio programmes to schools should be life centred and not merely subject centred. Their purpose should be to promote larger and deeper understanding, to give habits of observation, to stimulate inquiry and investigation and to vitalize imagination. They should counteract narrow outlook common in schools."

(1) Radio In School Education By Mr. C.L. Kapur, published by The Manager of Publication Delhi 1961 Introduction Page 2 Para 1

(2) Radio In School Education By C.L. Kapur , Page 44 and Para 3

These days radio is being used for educational purposes in various ways. Some of them are very important. For example we may take the case of Australia. In this country student population is scattered in small and far off villages. It is very difficult as well as expensive to provide schools in every hamlet. This is the reason why Australian Broadcasting Corporation runs 'School of the Air' for children of the primary schools. The entire prescribed course is covered through radio. The children are generally helped by supervisors. They are none else but parents or senior children. ABC trains them through radio programmes and mails. Besides this well illustrated charts and pamphlets are distributed to the students. In this way complete teaching is given to them through radio.

In addition to this, there is another system of education known as correspondence courses. Here too radio can make very valuable contribution. In Japan the NHK (National Broadcasting Corporation) have set up a ~~series~~ chain of Radio Correspondence Schools. Here students are duly registered and they are given full instructions through radio. They also have the advantage of meeting radio teachers in person at short intervals.

In India too AIR has organized school broadcasts for students of primary and secondary schools. It is true that these broadcasts do not cover the entire course but they certainly enrich and supplement the class room teaching. Mr. Narendra Kumar in his book Educational Radio In India rightly says :-

(1) " Radio can create illusions at no extra cost. Likewise time and distances are no problems with the radio medium. The children sitting in their own class room can be with people in the remotest part of the world and share their music and way of life. Successful producers with the help of sound effects actual as well as created, can create in the minds of their listeners visual illusions of all kinds."

Normal forms of radio presentation are straight talks, interviews, discussions, dialogues, plays and features. But at the time of selecting the forms, it is very necessary that the age group of the pupils and objectives of radio lessons must be clearly borne in mind by the authorities and personnel of the schools broadcasts. Miss Mehra Masani in her book Broadcasting And The People throws much light on the importance of education through radio. She says :-

(1) Educational Radio In India by Narendra Kumar published in 1967 by Arya Book Depot New Delhi-5 Page 28 and Para 1.

(2) " For all these reasons it seems worthwhile to use radio, to the extent possible, for such informal education. Even in the case of broadcasts intended to be heard in schools the visual element can be supplied by slides which can be sent by post to illustrate radio programmes. This would be much cheaper than broadcasting TV programmes for schools through satellites and supplying and maintaining TV sets. Again cost benefit ~~studies~~ studies need to be made before deciding which medium would yield the greatest benefit."

It is quite true that teaching through radio is less expensive but much profitable. It would turn our primary schools into useful and delightful centres of learning. Elaborating it Miss Masani adds :-

(3) " Firstly, it is claimed, they (schools broadcasts) would make school more interesting than it is at present with the poor quality of teaching available in our primary schools. Then children would not drop out of school as much as they do. Secondly, the broadcasts would improve the children basic concepts and skills, promote aesthetic sensitivity, instil habits of

(2) Broadcasting And The People by Miss Mehra Masani
Ex-Deputy Director General of AIR, Published in
1976 By the Director, National Book Trust A-5 Green P
Park New Delhi-110016 and Printed at the National
Printing works New Delhi-110002, Chapter Education
Through Broadcasting Page 111 & Para 2

hygiene and healthy living, bring awareness of modernization of life and society. So we are back to the policy of "enrichment" which has failed so far to persuade teachers and educationists to respond to educational broadcasts on radio."

The use of radio in A schools entails two major difficulties. Firstly, it is a medium to the ear only. Children learn by listening to the programmes that are put out by radio stations. The result is that they are merely passive listeners. The second difficulty is that it is rigid in the matter of tuning. Schools in our country vary much as far as their opening and closing time are concerned. Hence all of them can not be benefited by a particular educational programme broadcast at a particular time. But these difficulties can be overcome easily if a uniform policy, regarding courses, timings, holidays and the supply of illustrated charts, is adopted by the education authorities in consultation with radio station officials. M.Choksi, teacher of the New Era School Bombay seems to share the same views when she says :-

(4) Neither of these difficulties is insurmountable. Take, for example, the first difficulty. Though mainly directed to the ear, the broadcast material is usually presented in a vivid way with concrete illustrations and situations that can be visualized. Moreover, child does not listen for more than fifteen to twenty minutes. Before and after that the class room teacher can and does encourage the children to think actively about the broadcast material and to work on it in a various active ways. The other difficulty also can be completely overcome if the school can afford to have a tape recorder --."

Radio brings into the class room a wide range of vivid and useful experience. Mathematics, Science, Music, History, English and Modern Languages are the fields in which it has made vital contribution in recent years. But the teacher's role in making the full utilization of the broadcasts, is very important. BBC Pamphlet entitled using Radio And Television says,

(4) Secondary Education Published by the Ministry of Education Government of India, April 1959 (A Quarterly Magazine) Article School Broadcasts At the Listening End by M. Choksi Page 10 and Para 3

(5) " The effective use of broadcasts in the class room depends on your planning with full professional care and thought how you intend to integrate them with your own scheme of work. Do not allow the broadcast to take over from you. Remember that regular use of weekly or fortnightly transmissions, calls for flexible and creative development, not a stereotyped routine.

This is really a very valuable piece of advice for the class room teachers and if it is put into practice sincerely, it will bring about substantial results.

The sum and substance of the whole matter is the students own response. The broadcasts are designed to communicate as well as to elicit a response from each individual listener. Mr. Norman J. Atkinson, referring to the economy and efficiency of radio in the field of education, says

(6) " ----- radio has shown a remarkable resilience as a cheap and efficient instrument for fulfilling educational purposes. It is especially strong in the presentation of language, literature music, imaginative

(5) Using Radio And Television - a guide to class room practice. BBC First published in May 1969 and reprinted in 1973-74 Page 3 & Para 6 (A Pamphlet, available in British Council Library, New Delhi.

experience and ideas and in direct teaching designed to enlist the active participation of the audience. Its use in schools is steadily increasing and its range extending ----- . "

It is quite clear from the above passage that radio as a teaching instrument is neither moribund nor stands in obvious danger of being replaced. Looking from the practical standpoint it would seem likely that the flexibility and economy of this tool along with the facilities of tape recorders, will give that convenience which is so significant for any teaching material. Mr. Sidney Holgate in his article Radio For Local Communities, says;

(7) " It is the job of broadcasting in my view not to be evangelically educative, but to stimulate the cultural requirements of its audience incidentally by arousing their curiosity."

Mr. J. Scupham sums up the utility of radio as under -

-
- (6) Modern Teaching Aids (a practical guide to Audio visual Technique in Education) by Norman J Atkinson Published in 1966 by MacLaren And Sons Ltd, London England) Page 164 Para 2
 - (7) Structures of Broadcasting (a symposium edited by E.G. Weddel. Chapter 4 Article Radio For Local Communities by Mr. Sidney Hotgate Page 32 & Para 1

(8) " Radio can offer the listener fresh insights into the world that he already in some sort 'nows with its power to set the mind questioning for the right image the appropriate memory, the faithful response, it can order and give a new significance to experience."

In five, it may be said that education through the radio specially in a developing country like India, can render ycoman's service to the nation. The demon of illiterary can easily be done away with and educational facilities be made available to the last man.

(8) Broadcasting And Community By J. Scupham First published in 1967 by London CA Watts and Co. Ltd. Chapter V Page 116 & Para 2

JUSTIFICATION OF THE PROBLEM

Educational broadcasting can be justified on many grounds. It helps mass education, improves class education develops proficiency in technical education and provides life long or continuing education to the people at large. First of all we shall take up mass education. In the words of Mr. Roger Clause :-

(1) " ----- The justification lies in the requirements and needs of mass education. No one denies that the industrial, technical and scientific revolutions of last century lie at the root of the social upheavals of today. The problems of production, distribution and consumption like those of political, social and cultural organizations have become exceedingly complex. Moreover, the traditional systems, both spiritual and material tends to oppose the work of transformation and adaptation and to act as a brake."

(1) Press, Film and Radio in the world today. Series of studies published by Unesco. Education By Radio, School Broadcasting By Roger Clause, Printed in France by M. Blondiu in 1949 sub heading Justification of educational broadcasting pages 12-13 Para - last and 2 .

Hence it is of utmost importance to give proper education to the common people or else it will be very difficult to bring them out of the shackles of conservatism, superstition and unhealthy traditions. Some people hold the view that nostalgia will prove to be a hurdle in the way of modernization. But it is a wrong concept. The past has ^{its} own advantages too. The social, cultural, political and economic history of any country can afford such experiences as would prove to be very valuable in solving the present problems in a society of singular complexity.

(2) " It was for this reason that, to replace professional, intellectual, ethical and political traditions the 19th century was forced to organize a system of education and instruction open to all men. Hence arose the problem of mass education, of endowing all men, whatever, their place in society, with the general and technical knowledge, the methods of thought and action, calculated to give an adequate return in a democratic industrial society."

(1) Ibid, Page 13 and Para 4

There is no doubt that traditional schools as they exist at present shall not be able to cope and benefit by the new device called radio. They will have to bring about a radical change both in their policies and programmes if they really want to make the most of it. School broadcasts widen and enrich the fields of technical as well as general education alike. They help the persons of almost all age groups without any distinction of caste, colour, creed and sex. Mr. Herbert Trotter in his book entitled Total communications has suggested six methods whereby a student gains knowledge :-

- (3) (a) From instruction by a teacher
- (b) From discussion with teachers
- (c) From discussion with other students
- (d) From recorded information such as text books etc.
- (e) By experimenting such a laboratory work language lab etc.
- (f) By testing his skills - examinations paper etc.

(3) Total Communications By Herbert Trotter Published in 1965 by Educational News Service P.O. Box 508 Saddle Brook New Jersey U.S.A. , Page 5 & Para 2

Examining these, we see that a, b and c are basic live communications techniques. It would appear, therefore, that a study of modern communication tools as they might be applied in these three fields would be worth while.

The teachers who are widely educated with special strengths in student development and adjustment would be requested to give talks and deliver lectures through radio for school students. It will have a very salutary effect on the mental development of our pupils. Not only this, even the adults both of urban and rural areas would also be largely benefited by their system. The courses to be covered for them ~~various~~ would range from cultural courses in philosophy, literature agriculture, commerce, home management, gardening and ⁿ many others.

Besides this, teachers have to be very alert and careful. They must be fully aware of school resources, in terms both of equipment and class room facilities. Time - table should be framed with forward looking thought and planning. If proper arrangements are made for recording radio programmes, the difficulties and complications in time tabling will easily be solved. BBC pamphlet entitled using Radio And Television describes utilization of broadcasts in the following words.-

(1) " Some series are planned as courses on the assumption that every programme will be followed by the class in order to achieve essential cumulative experience. Most (but not all) science, mathematics and languages broadcasts are planned on this basis. Other series are planned to help teachers to select certain programmes or groups of programmes instead of using the series as a whole. For example, a series which is transmitted regularly throughout the broadcasting year, may cover a number of topics, only one or two of which you may wish to use, these topics may vary in the length of their treatment from as little as a wee' to as long as a term."

Thus it is quite obvious that teacher's role in the selection as well as the utilization of the broadcasts in the class room, is of vital importance. He must have a clear and well considered educational ^{by} objective in his mind other wise he will fail to make the best use of radio lessons.

(1) BBC Pamphlet Using Radio And Television Published in May 1969 reprinted in 1973-74, Page 5.

The enrolment of the schools and colleges is fast increasing year by year. It can not be checked because it is the ~~But~~ birthright of every citizen of a free country, to receive education at all levels. The educationists are faced with a difficult problem of maintaining to a high standard of teaching and retain the cultural heritage in an age of social transformation. At this critical point broadcasting alone can render a valuable service to the nation. Mr. J.Scupham in his book Broadcasting and Community rightly says ;

(2) " On the one hand it (Broadcasting) can give its support to the national system of education. On the other hand it can help through the great body of general programmes to close some of the great gaps that still exist between leaders and led, experts and plain men, the home and the school, the educated and those who missed the opportunity of education."

In this way we see that the service of broadcasting knows no bounds. It reaches the rank and file.

J.Scupham further says :-

(2) Broadcasting And The community By J,Scupham.First Published in 1967 by London C.A.Watts and Co.Ltd. Chapter 1st Page 3 & Para 1

(3) " Broadcasting has established a new social habit which cuts across the boundaries of sex, of age and of social class."

In developing countries, especially, broadcasting has proved more useful than the press. In giving news and instruction, radio covers wider area and benefits more people than newspapers, weeklies and fortnightlies. Even the illiterate or semi literate people living in ^ufor flung villages, get some mental & food through recreational or educational broadcasts. There is no lac^u of such persons who ma^ue delightful speculations and fanciful surmises in the area of broadcasting also. Some years age (4)" Canon Demant hazarded the conjecture th^ut too much expo^usure to broadcast progra^umes might ma^ue for "an inner mental fl^uitter with fewer central discriminatory principles" and thereby " tend to undermine the cont^unuity of a man's inner life which he requires for a truly human and ~~respons~~ responsible existence."

(3) Ibid. Page 5 & Para 1

(4) Ibid. Page 10 & Para 2

This fear is groundless and reflects the pessimistic attitude of Mr. Canon Demant. The vast net work of broadcasting in USA, U^m and France, also falsifies the above apprehension. It goods the people of all strata towards social mobility and involvement. Consequently they become materially and morally advanced as well as fully socialized citizens of the country.

Broadcasting can very well fulfil the national obligations in two ways. Firstly it can solve economic social and educational problem by making the people realize their magnitude and soliciting their active cooperation in the gigantic task. Secondly it can enlighten the people about their health, education housing problems, care of the old, the needs of the adolescent welfare scheme of the Government and finally maintenance of order and equity in the society.

School broadcasts on national level can provide general educational experiences to all the institutions of the country. It may also help a lot in the integration of country's education because it has enough and rich resources in comparison to state or local ones.

So the selection of time for the broadcasts should be such that the whole nation may be benefited. They really offer a ^literary of information, of instruction of enjoyment and of stimulation over and above. Mr. C.L. Kapur in his book entitled "Radio In School Education says ;

(1) " Among other things school broadcasting should help pulverize one of the toughest educational problems viz, that of curriculum construction. Syllabuses and bests of topics produced by high power committees oftenⁿ prove empty and confusing. Their content is left to be determined by the writers of text boo's, the teachers and in some measure the examiner none of whom had possibly a hand in drawing up the syllabuses school broadcasts on the other hand, not only select topics but develop them into communicable pieces of knowledge with thought for their psychological aptness and educational value. Thus, they provide atonce the syllabuses, the text and the basis for di'scussion and learning, as also for testing ⁱⁿassensilation. And the intelligent follow up by the teacher makes them a useful starting point for class room projects and activities."

(1) Radio In School Education By C.L.Kapur, Published by the Manager of Publications Delhi 1961, Page 2 Para-3

Not only this, school broadcasting with all its short comings is a blessing in disguise. Mr.C.L.Kapur further adds :-

(2) " School broadcasting is an expanding developing ~~new~~ medium. It is young. Its faults are remediable its class room limitations are surmountable and temporary its promise and educational potential limitless. School broadcasts properly planned and utilized should raise standard of taste, increase the range of valuable information and guide and stimulate creative activity among the listeners."

We all know that mere accumulation of facts is not enough. It is the development of desirable attitude among the pupils, that really matters. Therefore, it is manifestly clear that broadcasting can prove to be a boon in the fulfilment of this aim. William B.Levenson in his book Teaching Through Radio, seems to share the view when he says :-

(3) " Not only in safety, health, etc but in the whole process of democratic living, attitudes, not facts, are paramount. In the vital matters of promoting harmonious -

(2) Ibid. Page 2 & Para 4

interracial relations" Rachel Davis Du Bois in Get Together Americans points out " When working in the area of racial and cultural conflicts one should remember that people do not change their attitudes about other groups of people by merely acquiring facts. People do not act according to what they know but according to how they feel about what they know."

Broadcasting is the best means of doing away with the passive learning and dogmatic teaching from our class rooms. Pupils feel that there are more things on heaven and earth that are dreamt of in their philosophy. The views of the teachers and authors should not be taken for granted because they are not infallible. They must be properly evaluated and critically analysed. If they prove to be true on the crucible of reason and judgement only then they deserve to be accepted by the students. Discussion for and against the topic by experts can be broadcast on the radio. They will develop the reasoning faculty among the students and help them in sifting the truth from falsehood, good from bad, and beauty from ugliness. Thus students may be moved -

(3) Teaching Through Radio By Willeam B. Levenson
Published in June 1945 by Farrar And Rinchart INC
New York. Page 8 & Para 3

from the passive and static group to the active and dynamic one. All broadcasts may not be equally useful.

Therefore, they must be well planned and selective.

Mrs. M. Choksi in her article School Broadcasts

At The Listening End says :-

(1) " ----- It must be remembered that there is no reason why every class should listen to every series. Planned selective listening by classes will give much better educational results than indiscriminate listening by the whole school to whatever happens to be on." Broadcasting should be free from all sorts of pressures political or otherwise. Miss. Mehra Masani points out :-

(2) " ----- The aim of broadcasting should not be to implant any definite theory or preferred ideas of life in the minds of the audience but to provide full and unbiased information which would help people to form their own opinions in a rational way.

We now come to the conclusion that educational broadcasting is the most effective means in moulding the opinions of the pupils as well as adults and changing their patterns of behaviour for a better, nobler and happier life.

-
- (1) Secondary Education (a Quarterly Magazine) published by The Ministry of Education Govt. of India, April - 1959 (Page 10 & Para 3).
 - (2) Broadcasting And the People by Miss. Masani retired Deputy Director General of AIR, Chapter 10 The Future

BROADCASTING AS A MEANS OF EXPRESSION

(1) " Physically, broadcasting is a method of sending messages(oral or visual) over a distance, without visible means of communication, by the transmission of waves through space. In the International Radio Regulations annexed to the International Telecommunications Convention, Buenos Aires 1952, a broadcasting service is described as " a radio communication service of transmissions to be received directly by the general public ---- ."

Now the question arises, what services educational broadcasting can render as a means of expression, to the students and people at large. Although it has many and vital advantages. First among them is its immense power to persuade the audience. If the listeners are attentive it will send forth its instructions to them in a straight forward and convincing manner. Time and distance are no longer hurdles in its way. Yet it has its own limitations. Roger Clause enumerates some of them as under :-

-
- (1) A booklet entitled Sound and Television Broadcasting In Britain, Prepared for British Information Services by the Central Office of Information London REP 5531/69 Feb.1969 Sub Title Origin And Evolution, Page 2 Para 1 Available at British Council Library, New Delhi.

(2) (a) " Broadcasts are perceptible by one of our senses only. Contemporary teaching practice attaches a special importance to the proposition that the chances of any notion being understood and fixed in the memory increase proportionately with the number of senses and activities called into play ----." Pages 14,15

(b) " There is no means of compelling the choice by the listeners of one broadcast in preference to another."

(c) " Reception condition for broadcasts are imperfect. Physical disturbances such as fading, interference etc. Listener is not in a "state of grace" as he has no decision to make. Magnetism of a living person distracts the attention. Its remedy lies in collective listening.

(d) " Broadcasting is suggestive rather than instructive. Its reasons are three ---- first there is the very structure of the broadcast with rapid alternations of speech, music and sound. Next is the ephemeral nature of the broadcast. Lastly the impossibility of time for thought during a swift moving broadcast. It requires listeners abnormal effort of attention simultaneously with a very wide degree of -

general culture. Its evocative nature shows clearly that broadcasting will never be able to replace the teacher. It can never claim to give systematic and still less comprehensive instruction. It will be essentially a bait for interest."It will arouse curiosity and provide suggestions for action in the educational field, which the teacher will lay hold on and incorporate in his teaching ."

(e) " The lack of Homogeneity of the radio audience is a heavy handicap. This has its roots in the non-existence of a collective listener psychology. The individuals remain isolated from one another without the contact which releases a current of group feeling and sympathy. The bearer reacts to the broadcast in terms of his own individual psychology and in particular under the impulse of his personal tastes -- --." Page 16.

Faced with such a mosaic of tastes and needs it is difficult to draw up programmes appealing to every taste. Page 16

The above mentioned shortcomings of broadcasting are true to a certain extent but proper planning, trained personnel favourable listening conditions and effective follow up work will go a long way in making them negligible.

Broadcasting is really a very effective means of giving vent to ones feelings, thoughts, beliefs, opinions, ideologies and experiences. This can be done well through straight talks, dialogues, interviews, lectures, featurers, dramatizations symposiums and musical performances over and above. Radio in fact proves to be very helpful in producing, collecting and disseminating sound as well as voice. It marks the revival and improvement of the age old oral tradition. It has some definite advantages over ~~the~~ written words with all their merits. Mr. C.L.Kapur in the book Radio In School Education, Says :-

(3) " -- --- But in writing, the word under goes a process of mummification. The written word loses the charm and impress of personality and the vibrant breath of the spoken word. It congeals and petrifies speech.

It entombs thoughts. The radio rehabilitates speech and revives and refines the spoken word. And in a very significant way the radio combines the qualities of both speech and writing. Now broadcasts are, as a rule, scripted, they are often prefabricated. They are -

(3) Radio In School Education, By C.L.Kapur, Ministry of Education Govt of India Published in 1961 By the General Manager Govt. of India Press New Delhi Page 9-10.

the result of planning and skilled editing. Each sentence and each expression is chiselled and polished. But, though scripted, a broadcast is written not merely to be read about but to be spoken with all the verve of life. It must employ the spoken language -----."

This shows that the spoken words have more vitality and impressiveness than the written words. It is because they possess the emotional fervour of the speaker as well. Radio has power to spread oral transmissions in a moments time. It also extends the range and velocity of human voice. With the result, the ~~range~~ reception at the listening end becomes instantaneous. Tape recorders play a very important role in preserving ephemeral spoken words and repeating them when they are needed.

A.I.R. encourages the students to take part in the school broadcasts. Debates, discussions and quiz programmes are its regular features. In this way pupils get ample opportunity to express themselves in a free frank and natural manner.

Apart from this, broadcasting is a vehicle through which people through their representatives and dictators through their mouth pieces express their will directly or indirectly. J. Scupham in his book Broadcasting And The Community endorses the above view :

(4) " Every national system of broadcasting is an expression of the will of the sovereign state and embodies a national assertion of values either explicitly or in its unspoken assumption."

In democratic countries like U.S.A., U.K., France W. Germany, Australia and India, radio announces and propagates the policies of the Government duly elected by the people on the basis of adult franchise. But in countries like USSR, China, Hungary, Iran, Afghanistan, Egypt, Burma and Philippines radio is simply a tool to express the views and plans of a single party or an individual in power. Clarity and straight forwardness are essential requisites for a good and effective expression. E. Evalyn Grumbine says that fundamental techniques in presenting the programme are overlooked.

(5) " Absolute clarity is the first essential. This may be achieved through simplicity of language and ideas. Children are not interested in what they do not understand. This does not mean however, that it is necessary to employ baby talk techniques, for there is -

(4) Broadcasting And the Community By J. Scupham published in 1967 by London C.A. Watts Co. Ltd. Chapter II Systems and purposes, Page 20 & Para 1

(5) Teaching Through Radio By William B. Levenson published in June 1945 by Farrar And Rinehart INC New York. Page 76 Para 3 (E Evalyn Grumbine Reaching Juvenile Markets MC Graw Hill Book Co. pp.430)

nothing quite so insulting to a child's intelligence as to have an adult talk down to him. By using simple sentence construction and language understood by the children of the age for which the programme is designed clarity will be ensured. It is best to use short sentences omitting words not necessary to the meaning ---."

It is true that to avoid confusion and ambiguity speakers on the radio must be clear in their voice, thought and expression. Every one knows that radio programmes have a direct bearing on the personality formation both of students and non students.

(6) " Even more than reading, radio is today the medium through which are communicated ideas, insights, understandings attitudes and interests. To the intelligent and discriminating listener the radio makes possible a progressive broadening and enrichment of his experience. To the uncritical it is, at best a convenient vehicle of entertainment and escape and it may result in confusion, chaos and bewilderment."

(6) Radio And The School, A guide book for teachers and administrators edited by Norman Woelfel and I. Keith Tyler, Prepared by the Staff of the Evaluation of School Broadcasts Project, Published Yonkers-on-Hudson, New York. World Book Company (1945) Chapter Eleven, Page 290 & Para 1

There is no doubt that majority of radio listeners are uncritical. They are easily impressed by trivial things and cheap commercial advertisements put forth on the radio. To guard against this risk, it is imperative on teachers as well as social workers to develop the tastes of students and unlettered masses. Radio itself can prove to be very useful in the fulfilment of this goal. It can also contribute a great deal to the enrichment of leisure which is so intensely needed in the days of tensions, stress and strains resulting from the tumultuous tempo of machine age civilization. For a healthy and democratic society it is necessary that even dissenting views held by different parties or individuals must find full and free expression on the radio. Miss Mehra Masani rightly says :-

(7) " But a conforming society, if democratic, must be open to self questioning and dissenting opinions must be allowed if broadcasting is to play its part in building up public opinion. It is only in totalitarian societies that dissenting opinions are not allowed -

(7) Broadcasting And The People by Miss Mehra Masani retired Deputy Director of AIR, published in 1976 by National Book Trust India New Delhi Page 41 Para 2.

expression in the press, in broadcasts, in books, films and other media. This leads to a dual failure firstly to perform a national service by encouraging debate and discussion of vital public issues, secondly to make the Government's point of view acceptable and credible to listeners."

News bulletins, News reels, current affairs, spotlight, Today in Parliament, whenever parliament is in session, college Magazine, world to day, are some of the programmes in which views and policies of Government in power opposition parties and eminent authorities in different areas of study or work may get proper expression and help in forming healthy public opinion. Expert teachers would be able to add much to the experience of the students as well as teachers. Widely travelled people may create interest in other countries. Dramatised events taken from history and folk love are sure to develop nostalgia among the people. Expert linguists would be invited by the broadcasting authorities to teach languages to the pupils and adults from time to time. Perhaps this is the reason why BBC declared its policy in the following words :-

" Radio is first and foremost an extension and enrichment of experience through the sense of hearing."

In fine, it may be said that broadcasting as a means of expression is paramount. It must be free from all sorts of undesirable restraints otherwise it would fail to achieve the desired goal and deliver optimum goods to the students and common people at large.

CHAPTER - II

SCHOOL BROADCASTING IN ITS

HISTORICAL PERSPECTIVE

(a) A SHORT HISTORY OF SCHOOL BROADCASTING IN CERTAIN COUNTRIES

It will not be at all out of place to give a brief history of school broadcasting system in various countries. First of all we shall take up a small continent lying in the far south East of India called Australia.

AUSTRALIA :-

The history of school broadcasting in Australia is a chequered one. It was first in 1924 that an attempt was made in New South Wales to set up a school broadcasting system. Its prime ^{by} object was to enrich the school teaching and to give instructions to masses living both in Urban and rural areas. But, as ill luck would have it this system could not last long. Due to some reasons best known to the then Government, it was discontinued. A period of half a decade elapsed before another and more concerted effort was made to set up this system at Victoria in 1931. But it also suffered a serious setback, the policy followed in this connection was neither consistent nor forward looking. At last in 1932 Australian Broadcasting Commission came into being. It chalked out its clear and detailed policy. The obvious result was that in 1941 school broadcasts started in every state. An Educational Broadcasts -

Officers was appointed to control and supervise the programmes. Latter on his designation changed and he was called supervisor. To assist him between the years 1941-43 Fedration Officers were added to the staff in each state. A lot of progress has been made in this system since then. At present there are numerous school broadcasting stations in the country. They are rendering yeomans service to the cause of school education.

BELGIUM :-

Broadcasting came into existence in Belgium in the year 1923 through the establishment of the Radio Belgique station. It was a privately owned station and had nothing to do with the Government. It remained in existence upto 1930. Its resources were meagre and personels semi trained. Even then it carried on its work smoothly. At last it was replaced by National Radio Institute by an act of Parliament. From October 1935 a school broadcasts staff working at the head quarters of I.N.R. was engaged to produce the broadcasts for schools in a planned and regular manner. Mr. Frans Hoosemans, has been one of the famous directors of the spoken word at the Belgium National Broadcasting Institute. His contributions towards the planning, organization and improvement of school broadcasts are laudable.

12950

BRAZIL :-

Broadcasting service in Brazil started with the establishment of the Broadcasting company of Riode Janero on 20th of April 1923. It remained almost an independent body over a decade. In 1936 it was brought under the control of Ministry of Education and Health. School broadcasts are put forth at specified time every day. Lessons are generally given on such subjects as Portuguese, English French, spanish, Geography and History of Brazil. They are of half an hour duration with musical interlude in between. Authorities are of the view that dramatization is preferable at Primary level, dialogues between the teachers and the taught at secondary level and lectures at University level. At 6 a.m. instructions in gymnastics and physical training are imparted for the benefit of both the students and none students.

CANADA :-

The first national school broadcasts were put out by the Canadian Broadcasting Corporation in 1940. In 1943 the National Advisory Council on School Broadcasting came into being. Mr. C.L. Kapur in his book Radio In School Education summarises the development of school broadcasting in Canada as under :-

(1) " In Canada, School Broadcasts are the joint responsibility of the Federal and provincial organizations. The C.B.C. cooperates with the provincial departments of Education, through their appointed heads of school Broadcasting to provide a pattern of school broadcasts that are carried throughout the length and breadth of Canada. More than twenty years ago, experimental school broadcasts were operating spasmodically in various parts of Canada, notably in British Columbia and Nova Scotia. Impressed with the success that appeared to be rewarding these efforts, the BBC moved to set up a National Advisory Council on School Broadcasting with representatives from educational bodies right across Canada and through it to provide a programme of national School Broadcasting. The Council has been meeting regularly and has worked out a pattern of broadcasts that seems to be a practical answer to the varying problems that are faced in different parts of the country. The service has also been instrumental in giving to young listeners a deeper sense of Canadian unity -----e-

(1) Radio In School Education By C-L.Kapur, Published in 1961 by the Manager of Publications New Delhi Page 75 & Para 1.

a task which should be undertaken by a national school broadcasting service of AIR in addition to the regional services from sixteen stations serving various language areas. The CBC has a school broadcasts department of its own under a supervisor of school broadcasts. The present incumbent of this office is Mr. R.S. Lambert, formerly of BBC. The Canadian Broadcasting Corporation presents with the advice of the Advisory Council, a series of national broadcasts each year. The remainder of the school broadcast time is allocated to the provincial authorities."

Here it will not be irrelevant if we make a comparison between the position of school broadcasts in India with that of Canada.

In our country state Departments of Education are not taking substantial interest in making school broadcasts a vital part of educational system. The Union Education Ministry has launched a scheme to give subsidy to the state Governments if they embark upon this venture. But the response from most of the states is very poor. Only Andhra Pradesh, Himachal Pradesh, Maharashtra, Bengal and Tamil Nadu have shown some keenness in making school broadcasts a part of the educational scheme. A few months back, Uttar Pradesh

Government has issued orders, vide G.O. No.

(broadcast/269-360/77-78 dated 5.8.1977 to all the secondary schools and colleges of the state to adjust their time table in such a way so that students may be able to listen to the school broadcasts put out from Lucknow Station of All India Radio at specified time. *

Andhra Pradesh Government has made listening to school broadcasts compulsory for all the students. But a full fledged supervisor for the purpose has not yet been appointed there too.

In Canada from October to May half an hour each school day is provided for school broadcasts. The school year in that country begins in September and lasts until the end of June. This means that school broadcasts are available during the maximum period of the school session. Besides CBC there are many independent commercial stations which off and on put out school broadcasts for the students.

Friday is the day fixed for national school broadcasts which are heard through out the whole of Canada. Duration of the programme is generally 20 minutes. The prime aim of National School Broadcasts, is to foster Canadian unity and interpret one part of the country to the rest.

शिक्षा विशेषज्ञ उत्तरा प्रदेश के कार्यालय लखनऊ के पत्र संख्या /प्रमाण/१९०-३६०/७७-७९ दिनांक ५-६-७७ से इस कार्यालय को सम्बोधित है कि प्रतिलिपि ।

विषय :- आकाशवाणी लखनऊ से प्रसारित सुक्तों के लिए कार्यक्रमों के सम्बन्ध में ।

प्रयोज्य,

आकाशवाणी केन्द्रे लखनऊ से सुक्त ब्रह्मवास्त विषय के सम्बन्धित विज्ञापित होने पर प्रमाण शतकी/न-१/२०५-३५२/७७-७९ दिनांक १-७-७७ के अर्थ में यह अपेक्षा की जाती है कि आपने सुक्त ब्रह्मवास्त को नियमित रात्रों द्वारा सुनने व अपने लाभ दिले जाने से लिए विस्तृत निर्देश अपने जनसम्पर्क के माध्यम विद्यार्थियों को दिये जा चुके होंगे ।

२- आकाशवाणी के केन्द्रों के लिए दिन लिए रक्षा, लिए विषय व कार्यक्रम प्रणालित होगा समान विवरण निम्नवत् है :-

दिन	रक्षा	विषय
बोमवार	६	केंद्रीय
मंगलवार	७	राज्यविक्रम विषय
बुधवार	८	ज्ञान विज्ञान
बृहस्पतिवार	९ व १०	विज्ञान

३- पंधरावक १२-१० से १२-३० तक दिनांक १८ जुलाई १९७७ से यह प्रमाण सम्बन्धित होगा है । इसके अतिरिक्त इन केन्द्रों के माध्यम प्रमाण में अतिरिक्त विज्ञापित ज्ञानवर्धक प्रणालित किये जाते है जिनमें से कुछ कार्यक्रमों का विवरण आपने सूचक व दिनांक प्रकाश दिया जा रहा है ।

कार्यक्रम	समय वर्ग	दिन	समय
बाल पंथ	८-१४	रविवार	०-४५ से १०-३० प्रातः
संज्ञके लक्ष्मी	६-८	बुधवार	०-१५ से ५-३५ प्रातः
पुत्रा पंच	१५-३०	रविवार	१०-३० से ११-३ प्रातः
संभाते अन्न	१५-३०	बृहस्पतिवार	८-०० गडि से ८-३० गडि
		शुक्रवार	७-४५ गडि से ८-०० गडि
नव शेषा	१५-३०	शुक्रवार	१०-०० से १०-३० गडि
संभाते - नौ (सर्द कार्यक्रम)	१५-३०	गाइ का तीसरा	१०-०० गडि से १०-३० गडि
पुत्रा समीत सम्मेलन	१५-३०	मंगलवार	१०-०० से १०-०० गडि तक
पैक्षिक कार्यक्रम प्रमाण	११-१६	बोमवार	१२-१० प्रमाण से १२-३० तक
		मंगलवार	
		बुधवार	
		बृहस्पतिवार	

(रक्षा ६ से १०)

४- इन कार्यक्रमों में प्रशिक्षित संस्थानों की मात्र/पत्रों में भाग लेते हैं । लिखित संस्थानों के अधिकारों प्रतिभात्मक हों तो हमसे सखि करने का अत्या प्रदान करना आवश्यक है । हमसे हमके प्रतिभाओं विकसित की सके । इसके लिए यह उचित होगा कि आपने लेखन, वाक्य एवं मूला आदि बातों में सखि करने वाले सुक्त, सुक्तियों का अपने प्रधानाचार्य/प्रेक्षा प्रधानाचार्याण्य सहस्रक स्थानों पर आकाशवाणी के केन्द्र विशेषकों से सम्पर्क स्थापित करा के जिससे विद्यार्थियों के इन कार्यक्रमों में भाग ले सकें ।

भवदीय,

५० हा० आर्य समाज नेहरूग

Problems of our sub continent are almost the same. We too have long distances, regionalism provincial patriotism, communalism, casteism and variety of languages. To solve these problems we may learn a lot from Canadian system of school broadcasts and they will be very helpful to us in our plans of national integration and development.

CHILE :-

1942 was a transitional period in Chile. Substantial changes took place in the field of education. Traditional systems and methods were supplanted by novel procedures. A dynamic philosophy emerged and influenced the form and content of the curricula. Hence special emphasis was laid on the utility of radio broadcasting and its power of penetration as an effective cultural as well as educative force. Up to this time no important head way had been made in the sphere of school broadcasts. Only a few programmes were put out on historical topics which were in the forms of lectures or dialogues. There was no organization worth the name.

Therefore, the Government of Chile decided to set up an effective organization of school broadcasts under the supervision and control of an able and experienced educationist. Mr. C.L. Napur says :-

(2) " The task of supervising its educational purpose was entrusted to an esteemed educationist. The first step ^{he} ~~be~~ too[^] was to give ~~frg~~ form to the institution by selecting a small group of teachers with valuable teaching experience, artistic sensibility and contact with the world of letters and with the psychological needs and reaction of school audiences."

The result of this arrangement was that through study of the subjects to be put out for students through radio programmes, was made. Active cooperation of the school authorities and teachers was sought. It was decided that school teachers are the best persons to prepare the scripts because they are fully aware of the needs and requirements both of school children and syllabuses respectively. They were given ample opportunity to produce radio lessons bearing in mind the well balanced use of words sound effects and music over and above. C.L. Kapur adds :-

(2) Radio In School Education By C.L.Kapur Published in 1961 Page 77 Para 1

(3) " Educational broadcasts in Chile now cover all branches and levels of teaching - Primary, Secondary, Professional, Technical and Special. In addition to their educational function, another important purpose of these radio broadcasts is to strengthen neighbourly relations with other countries by means of special programmes of tributes on their national days. Every Sunday, there is a programme devoted to the life and work of a man or woman hero, statesman, scientist or artist, who has contributed to one way or another, to the greatness and prosperity of the New World."

In this way students not only get supplementary information concerning their courses but they also learn a lot about their great men and their magnificent contributions to the protection and progress of the motherland. Radio School has created Radio Teacher and the real success of the programmes depends upon their skill, ability, experience, efficiency, richness and clarity of voice.

In This way we see that in Chile school broadcasts are playing very significant role in the improvement and furtherance of education at all levels.

(3) Ibid. Page 77 Para 3

FEDERAL REPUBLIC OF GERMANY

" The internal organization of broadcasting stations in the Federal Republic is determined above all by the tasks devolving upon these stations as a result of producing and transmitting radio and television programmes. It is due to the complicated interaction of technology and programme make up and ultimately to the fact that the broadcasting stations have to keep society as a whole in mind. The dovetailing of all these factors is not without its effect on the programme itself, on the contributions these instruments render in informing society. Literary programmes are broadcast under the head Third Programmes.

The educational broadcasts take place around 8-15 p.m., with course, documentation lectures and discussions relating to particular themes predominating. So far as possible, from Monday to Friday all special subjects which are included in the syllabus of a secondary school are touched upon languages Science, Arts, Sociology, Medicine etc. In this way school broadcasts play an important role in the secondary school education of the Country.

GREAT BRITAIN .

" Regular broadcasting service in Great -
Britain began in November 1922. It was controlled
and operated by the British Broadcasting Company.
In 1924 this company started a service of experi-
mental sound broadcasts for schools. In 1927
British Broadcasting Company was replaced by the
British Broadcasting Corporation through a Royal
Charter. It is an independent corporation answerable
only to Parliament.

In the year 1929 the programmes for schools
were put on a permanent footing. A body called School
Broadcasting Council for the United Kingdom has been
formed to guide and control the system. Its members
come from professional associations of teachers and
local education authorities. There are separate
councils for Scotland and Wales and a Committee
for Northern Ireland. These councils are mainly
responsible for framing the general policy for
school broadcasting on radio and Television and
the scope and purpose for each series.

There is a team of 22 education officers in different parts of the country. They visit schools meet teachers and submit a detailed report on the class room response to broadcasts. Some officers are subject experts.

(1) " ----- Continuing contact between producers of the educational programmes and the children and their teachers enables the series of programmes to be closely integrated into the school time - tables ."

During the last thirty years there has been really a wonderful rise in the professional status of school broadcasts in U.K. It is because of the extensive help given by local authorities. They equip new schools with radio and Television sets. Illustrated pamphlets are published and supplied by BBC. Norman Woelfel and I. Keith Tyler make following comment on the British School Broadcasting Service.

(1) Sound And Television Broadcasting In Britain, Prepared For British Information Services by the Central Office of Information London R.F.P. 5531/69 Feb 1969) Page 20 Para 2 (a booklet)

(2) " ---- Broadcasting service receives steady and growing streams of criticism, comments and commendations not only from schools and teacher training colleges, but from the general public as well. School Broadcasting in fact, is a part of the educational Landscape."

There are about 24 producers in the School Broadcasting Department of BBC. Their main duty is to plan, prepare and produce the broadcasts in the studio. They are mostly well qualified and trained teachers. They have practical and sufficient experience of class room teaching to their credit. They are adept in script writing also. About 37 broadcasts are put out for schools every wee- from London by these producers. They also prepare and publish fifty pupil's as well as teachers pamphlets.

The School Broadcasting Council renders two prominent services. First of all it lays down the general policy of the programme planners. It paves the way for effective partnership Broadcasting Service and the teaching profession. Producers enjoy -

(2) Radio In School Education By C.L. Kapur,
Ministry of Education, Govt. of India Published
in 1961, Page 73 and Para 2

complete freedom in their work. It also determines the age and ability of the children for whom the programmes are designed.

Local radio is a recent development in the British Broadcasting system. It began in the year 1967 with an experimental service of eight BBC Local stations. Almost eighty percent of educational programmes are initiated and produced by local teachers keeping in view the age ability and needs of the children. In 1973-74 about 130 teachers took part in these schemes.

B.B.C. Local radio stations broadcast about 500 education series every year. More than fifty percent of them are meant for schools with programmes produced for children in playgroups and nursery schools, primary schools and secondary schools. Among the subjects covered are music, local history and geography, literature, ~~xxxxxxx~~ science, the environment the arts community service and careers over and above. In 1973-74 the BBC published (for radio and TV series) 158 titles for pupils, 347 sets of teachers notes 69 filmstrips for radio-vision film loops, records, pupil's packages and other related material. Over ten million pupils -

booklets and some two million sets of teacher's notes were sold in 1971-72

It will not be irrelevant if we compare the organization and working of the school Broadcasting Service of BBC with that of A.I.R. Firstly, former has more freedom than the latter. BBC is better organised and better equipped than A.I.R. in all respects. It is true that A.I.R. stations that put out school broadcasts have consultative panels. But it does not have a central body like the School Broadcasting Council of the United Kingdom. The importance and utility of such a body can not be questioned. Our Government is now considering actively over the establishment of such a council. Apart from this Mr. Lal Krishna Advani, Union Minister of Information and Broadcasting, in one of his speeches said that A.I.R. should be made free from Government control. He is thinking of turning it into an independent Corporation responsible only to Parliament. If he succeeds in his attempt, it will be definitely his greatest achievement and most valuable service to the freedom loving people of this land.

INDIA

The credit for starting the broadcasting service in India, ^g goes to the Madras Presidency Radio clubs. The club began its pioneer work in the year 1924. For about three years it carried on its work smoothly. But in the year 1927, on account of financial stringency, it had to be closed. Luckily, the same year, Indian Broadcasting Company came into existence. It had its stations at Bombay and Calcutta. But unfortunately this company too had a very ephemeral life. In 1930 it suffered a serious monetary set back and it was apprehended ^e that it should end in smoke. But due to public pressure, Government came to its rescue. The result was that some how it succeeded in retaining its existence.

In 1934 Government was benign enough to put broadcasting on a permanent footing. A provision of four million rupees, was made for its improvement and expansion. The post of controller of Broadcasting was set up and Mr. P.G. Edmunds was requested to grace the chair. Besides Bombay and Calcutta a radio station was constructed at Delhi also. The Government of Madras did not lag behind. It, too, chalked out a

plan to make broadcasting service available in the state.

In the year 1935, the Mysore Government set up a radio station. In Uttar Pradesh the Agricultural Institute at Allahabad started one hour daily service for the village folk. These programmes put out from the Institute transmitter were very informative and the first of its kind in this country.

(1) " Before A.I.R. started functioning in 1936, educational broadcasting was done in India by the Municipal Radio Station at Madras for elementary schools within the Municipal limits. This school programme was listened to by probably eleven schools."

(2) " The development of broadcasting on a planned basis was taken up only after the arrival of Mr. Lionel Fielden and Mr. C.W. Goyder -- experts from the BBC -- in 1935 and 1936 respectively. Mr. Fielden took over as the Controller of Broadcasting and Mr. Goyder as the Chief Engineer. A scheme for expanding the broadcasting service was drawn up. As it was impossible to cover the country with a medium wave net work,

it was decided first to provide a basic short-wave service for the whole of India and then to supplement it with medium wave services at important centres and later as finances become available, to extend the medium wave service to other places."

The growth of broadcasting in the next four years proceeded on this plan. By 1939 short wave transmitters had been installed at Delhi, Bombay, Calcutta and Madras to supplement the existing limited medium wave coverage. New stations were also established at Lucknow and Tiruchirappalli, with medium wave transmitters. Some of the princely states decided to set up radio stations in their territories. Mysore was the first to start beaming its own programmes in 1935. Later, stations were opened in Baroda, Hyderabad, Aurangabad and Trivandrum.

" Before A.I.R. started functioning in 1936 educational broadcasting was done in India by the Municipal Radio Station at Madras for elementary schools within the Municipal limits. This school programme was listened to by probably eleven schools."

(2) Radio And Television, Report of the Committee on Broadcasting And Information Media, Published by The Ministry of Information and Broadcasting Government of India New Delhi, Page 16 Para 44,45

All India Radio got its present name, administrative structure and programme pattern between 1937 and 1940 when India was an appendage to British Empire. A.I.R. started broadcasting to schools from its four important stations at Delhi, Bombay, Madras and Calcutta in October 1938 and Tiruchirapalli in 1940.

- School broadcasts were mainly directed to
- (a) Elementary schools (age group 6 to 11) and
 - (b) Secondary schools (age group 10 to 16).

Almost major portion of school broadcasting was directed to secondary schools (age group 10 to 16) and regular educational programmes for elementary schools were put out only by Madras station. In short, A.I.R. broadcast from all its stations for the age group roughly from six to eleven. Although the emphasis was on entertainment yet a fair portion of the programmes was educative.

On an average every one of the fourteen radio stations of AIR broadcasts put out a children's programme of thirty minutes in each Indian language, twice a week, Bombay, Calcutta and Madras in addition broadcast a children's programme in English of thirty minutes duration once a week.

Thus the total duration of children's programmes for whole of AIR per week was about 98 minutes.

By 1939 when the second world war broke out India had an organized broadcasting service with six stations. Apart from these, there were some radio stations in princely states and they catered to over a lakh of radio licence holders in the country.

Mr. Lionel Fielden, Controller of Broadcasting submitted a report to Government of India in 1939. This report dealt authoritatively with the various activities of AIR. It explained in detail the purpose of different types of programmes the administrative and financial organization and the problems faced by AIR in fulfilling its diverse objectives. It also lamented over the dearth of qualified speakers. There is no denying the fact that Mr. Fielden was influenced by the BBC's policy of supplementing the teacher's work by giving programmes which would widen the mental horizons of the pupils without following the school curriculum. It was believed that talks and programmes devised and broadcast by the best teachers would enrich the experience of students and teachers alike and bring the world into the school.

Travellers would stimulate interest in other lands, dramatised stories from history would awaken interest in other times, languages would be taught by the best exponents and so forth. The BBC summed up its policy thus "radio is first and foremost an extension and enrichment of experience through the sense of hearing."

Mr. G.C. Awasthy in his book entitled broadcasting in India, threw light on the special features and problems of different categories of programmes and broadcasting activities as they developed during the fifties and the policies which guided them. The Chanda Committee Report discussed in detail the output of AIR and ancillary activities such as Listeners Research and Public Relations etc.

During war time that is from 1939 to 1945 radio ceased to be an instrument of entertainment, education and social transformation. It became more or less a powerful medium of propaganda. Many new transmitters were set up and transmission hours were almost doubled. Every attempt was made to highlight the missions and achievements of the Allies and condemn the malicious intentions of Axis Powers like Germany, Italy and Japan. To fulfil the above objects an external service was also introduced. Mr. A.S. Boshari who had succeeded Mr. Fielden in 1940, discharged the -

duties of Director General of AIR through out the war period and tried his best to acheive the goals laid down by the British Masters in the critical hours of their trial when their very existence as a free and democratic nation was in jeopardy.

The period between 1945 and 1947 was that of economic brea^{..} down and political uncertainty in the country. British Government was almost done up due to prolonged war^{..} which caused a very heavy loss both of li^{..}fe and resources. Politics was in a fluid state because the demand for complete transfer of power was so pressing that the alie^{..}d rulers failed to resist it any longer. Even then no body knew for certain which way the wind was going to blow. In such a period of stress and strain a sizable plan for listener resear^{..} h was initiated in the year 1946.

(4) " It was on the attainment of independence in 1947 that the Min^{..}istry of Information and Broad - casting under the lea^{..}dership of the late Sardar Vallabhbhai Patel, came to life again.

(4) Radio And Television Report of the Committee on Broadcasting And Information Media (13.5.1966) Ministry of Information and Broadcasting Govt of India New Delhi. Page 17 and Paras 50,51.

There were eleven stations in the country at ^{that} time.

A two phase plan was drawn up for further development

The first phase of establishing 'pilot' stations equipped with low power medium -wave transmitters to cover the linguistic and cultural areas which had remained uncovered to far was completed in 1950. In the second phase which became part of the Five Year Plan, these stations were to be replaced by stations of higher power.

" Thus, by the time the first Five Year Plan began, the number of stations had risen from 11 to 25 and their total output from 26,342 hours in 1947 to over 60,000 hours in 1950. The AIR net work was in a position to serve listeners in all the regional languages and the medium wave service was available to about 21 percent of the country's population. The number of radio licences had also doubled from 2,75,955 in 1947 to 5,46,319 in 1950. Some distinctive linguistic and cultural regions like Rajasthan, Saurashtra, Madhya Pradesh and Himanchal Pradesh, however had still to be provided with stations of their own."

Some radical changes were made in the organization of AIR. A separate department for foreign broadcasting was set up. Services in some languages of little importance were reduced and novel language services were initiated. AIR actually broadcast for its transnational listeners in 11 languages covering a period of 116 hours per week.

In the year 1951 our country adopted its first Five Year Plan. Its sole object was to make India a rich, advanced and prosperous country. Rs. 4.94 crores were allotted for the improvement and development of broadcasting. Consequently a good deal of expansion of the broadcasting network took place. New Stations were opened at Poona, Rajkot, Indore, Bangalore, Jaipur and Simla. Apart from this, out dated and weaker transmitters were replaced with new and powerful ones. Five 50 Kw. three 20 Kw two 10 Kw. and one 5 Kw medium wave, one 2.5 Kw short wave and six low power transmitters were commissioned. Facilities for rural listening were extended and about 14,000 community listening sets were provided.

By the year 1956 there were 25 AIR stations serving 31% of the country and 46% of its population, i.e. 6,00,000 square miles of territory and 22 crores of the total population. These stations were on the air for about = 1,00,000 hours per year. The number of radio licence holders went up to 10,29,816. Seventy two news bulletins were put out, 46 in Home Service and 26 in the Foreign Services in 16 languages.

During these years special effort was made to popularize classical music and songs. A national Programme of Music and Talks was also started. To counter it Radio Ceylon organized a commercial service with light music and film songs for Indian listeners. The wide popularity of this service caused a deep concern to AIR authorities because their programmes of classical music started losing popularity and receding in to the background.

During the period of Second Five Year Plan (1956-61) three new radio stations were setup at Bhopal, Allahabad and Ranchi, equipped with high power transmitters. They covered larger area and rendered more valuable as well as delightful services to the people. A service for Andaman and Nicobar Islands, was -

started from Delhi. At the close of the year March 1961 55% of the population and 37% of the country's area had come within the access of medium wave broadcasts. The total output of AIR covered 1,17,265 hours per annum. Radio And Television Report of the Committee on B. and I. Media says -

(5) " This period saw the addition of the National Programmes of Plays, Features, Contemporary Literature and Classics, but the two important innovations were the 'Vividh Bharti' service and Radio Rural Forums. Vividh Bharti - a variety programme for light listening came on the air in 1957 to provide an alternative channel to listeners and was received well by the public. It was AIR's answer to the growing popularity of Radio Ceylon. To begin with the programme was on the air for 5 hours on week days and 7½ hours for Sundays. The duration has gradually been increased since."

In 1956 Poona Radio Station conducted a survey to ascertain if peasants would be benefited by the programmes specially designed for them. Results of the survey were highly encouraging. Hence Radio Rural Forums

(5) Radio And Television, Report of the Committee on Broadcasting And Information Media(1966) Page 18 and Para 57.

became a vital part of the Poona station's programmes. Since 1959 other stations also followed suit. Therefore the number of Forums which was 900 that year, is now more than 12,700.

Regarding the introduction of Television Service in our country the Report of 1966 says :-

(6) " Another development was the inauguration of an ~~experimental~~ experimental television service^{which} was operated from a small impoverished studio and programmes were tested twice a week for a duration of one hour each day. 21 sets were installed for community viewing

In 1960-61 a project was launched with the assistance of UNESCO, to assess the effectiveness of social education telecasts on organized groups of viewers. The report proved encouraging and the number of such groups organized as tele-clubs, rose to 182 by the end of 1964. In 1961 with the aid of the Ford Foundation the Centre started telecasting educational programmes also for Delhi Schools. These have since been expanded and during 1965-66 out of Delhi's 392 Higher Secondary Schools, 255 were provided with Television sets."

For people of low income groups a new and useful scheme was launched in 1960 in New Delhi. It was commonly known as a wire broadcasting service. This service accorded delightful family listening to poor people on payment of an nominal fee. In one year only the number of subscribers rose to about 1,600.

In 1959 Administrative Radio Conference was held at Geneva. It enjoined India to make it a point to utilize the medium wave frequencies allotted to her. The result was that about 14 crore rupees were spent in the expansion and enrichment of medium wave services in the country. On account of the border disturbances of the country in 1962 a slight modification was made in the broadcasting services. Top priority was given to the programmes designed for the areas of military significance.

The Third Five Year Plan proposed to make arrangement for additional 86 medium wave and 9 short wave transmitters. But the desired target could not be achieved. By March 1966 only 5 short wave and 55 medium wave transmitters were commissioned. In this way we see that towards the end of the third five year plan AIR's net work had to its credit 34 principal stations, 17 auxiliary centres, 26 Vividh Bharti Centres,

4 studio centres and 49 receiving centres with 110 (82 medium wave and 28 short wave) transmitters of an aggregate power of 1991.15 Kw. These stations and centres were fully equipped with tape recorders, play back and duplicating apparatuses.

Report of the committee on Band I Media(1966) summarises the output of AIR stations in 1966 as under :

(7) " In 1965, the AIR stations put out 1,81,657 hours of regional and special broadcasts and 54,483 hours of Vividh Bharti programmes in the Home Service, besides broadcasting 8,112 hours for listeners abroad. The composition of the Home Service programmes was as follows :-

(7) Ibid. Page 20 & Para 65.

Regional Service	Duration		Approximate percentage
	Hours	Mts.	
Music	77,138	14	42.5
1. Classical (vocal)	19,078	13½	10.5
2. „ (Instrumental)	14,340	54½	7.9
3. Folk (Vocal)	4,104	8½	2.3
4. Folk (Instrumental)	158	36	0.1
5. Light (Vocal)	20,048	52½	11.0
6. Light (Instrumental)	1,963	24	1.1
7. Devotional	9,961	49½	5.5
8. Film	7,482	24	4.1
Western Music	4,078	46	2.2
Talks, Discussions etc.	14,655	56	8.1
Drama, Features etc.	9,050	16½	4.9
News	39,815	19½	21.9
Rural Broadcasts	13,040	26	7.2
Special Broadcasts	23,878	24	13.2
1. Religious	293	25	0.2
2. Children	2,554	37½	1.4
3. Women	3,060	46	1.7
4. Industrial	3,373	50½	1.9
5. Armed Forces	2,619	1	1.4
6. Tribal Areas	3,522	41	1.9
7. Educational	3,208	6	1.8
8. Publicity	2,782	28	1.5
9. Others	2,463	29	1.4
Total :	1,81,657	10	100.0
Vividh Bharti	54,482	59	
Grand Total :	2,36,140	09	

During Fourth Five Year Plan, the ambition of the AIR was to cover $85\frac{1}{6}$ the country with a medium wave service but it could not be realized.

AIR maintains a Programme Exchange Unit and a Transcription Service. It helps the stations to exchange their best programmes. During the year 1964 1700 tape -recordings and 2500 scripts were exchanged between Indian stations, besides 1300 programmes selected from items received from foreign countries. A central library of tapes and discs is maintained in Delhi.

The Transcription Service which has a plant for processing disc recordings has more than 10,000 tapes in its library. These generally have recordings of important speeches delivered by reputed Indian leaders and classical music of old masters. As regards the arrangement of the training for AIR personnel and establishment of various committees for specific purposes. The Report of the Committee on Band I Media (1966) says as under :-

(8) " AIR runs a school of its own to train its staff both programme personnel and engineers. By the end of 1965 the school had held 157 sessions for programme staff and 54 for engineers.

In addition 34 seminars and workshops were organised for producers, and special courses run for announcers news readers, commentators, effects men etc.

Training was also provided to such staff of Indian Airlines, the Railways and Parliaments as is engaged in announcing work.

" To keep in close touch with the public and as certain its reactions to AIR's programmes and policies, AIR has constituted a central programme Advisory Committee, Regional Advisory Committees stationwise, a Central Advisory Board for Music and AIR Liaison Committee with the radio trade. Information officers attached to the Delhi, Bombay, Madras and Calcutta stations and the Directorate of Listeners Research maintains seven Research Officers in different regions who conduct surveys, go through the mail from the listeners and convey their findings to the officers responsible for planning the programmes.

AIR brings out programme journal in about eight languages so that people may have full knowledge of the scheduled programmes. Some of the journals and folders are published for being distributed in foreign countries also.

AIR STATIONS AS ON MARCH 1, 1966

Sl. No.	State	Radio Stations	No. of transmitters		Auxiliary centres	Med. wave	Vividh Bharti	No. of transmitters	
			Short wave	Medium wave				medium wave	medium wave
1	2	3	4	5	6	7	8	9	
1.	Andhra Pradesh	Hyderabad Vijayawada	1 1	1	Kuddapath Visakhapatnam	1	Hyderabad Vijayawada	1 1	
2.	Assam	Gauhati	2	2					
3.	Bihar	Patna Ranchi		1 1			Patna	1	
4.	Gujrat	Ahmedabad Bhuj Rajkot		1 1 1			Ahmedabad Rajkot	1 1	
5.	J. & K.	Jammu Srinagar	1 1	1 1			Srinagar	1	
6.	Kerala	Trivendram Kalicut		1 1	Trichur	1	Kalicut	1	
7.	Madhya Pradesh	Bhopal Indore	1	1 1	Gwalior Jabalpur Raipur	1 1 1	Bhopal Indore	1 1	
8.	Madras	Madras Trichy	1	2 1	Tirunelveli	1	Madras Trichy	1 1	
9.	Maharashtra	Bombay Poona Nagpur	1	2 1 1	Sangli	1	Bombay Poona Nagpur	1 1 1	
10.	Mysore	Bangalore Dharwar		1 1	Bhadravati	1	Bangalore Dharwar	1 1	
11.	Nagaland	Kohima	1	1					
12.	Orissa	Cuttack		1	Jeypora Sambhalpur	1 1	Cuttack	1	
13.	Punjab	Chandigarh Jallundur		1			Chandigarh	1	
14.	Rajasthan	Jaipur		1	Ajmer Bikaner	1 1	Jaipur Jodhpur	1 1	
15.	Uttar Pradesh	Luc'now Allahabad	1	1 1	Varanasi Rampur	1 1	Luc'now Luc'now	1 1	
16.	West-Bengal	Calcutta Kurseong	1 1	2	Siliguri	2	Calcutta	1	
17.	Andamans	Port Blair		1					
18.	Delhi	Delhi	1	1			Delhi	1	
19.	Goa	Panjim		1					
20.	Himachal Pradesh	Simla	1						
21.	Manipur	Imphal		1					
22.	Ponde-Cherry								
23.	Tripura								

LANGUAGES OF BROADCASTS AS ON MARCH 1, 1966

S.No.	Station	Languages
1.	Bombay	Eng, Marathi, Giyarati Hindi Konkani, Kannada, Sanskrit, Sindhi
2.	Calcutta	Eng., Bengali, Hindi, Tripuri, Sans'rit, Santhali
3.	Delhi	Eng., Hindi, Urdu, Panjabi
4.	Luc'now	Eng., Hindi, Urdu, Garhwali, Kumaoni
5.	Madras	Eng., Tamil, Telgu, Kannada, Malayalam, Hindi
6.	Tiruchi	Eng., Tamil, Hindi, Sanskrit
7.	Jullunder	Eng., Panjabi, Hindi, Urdu, Sans'rit
8.	Hyderabad	Eng., Telgu, Kannada, Marathi, Hindi, Urdu
9.	Trivendrum	Eng., Malayalam, Tamil, Hindi, Sanskrit
10.	Cuttac'	Eng., Oriya, Hindi
11.	Jammu	Eng., Urdu, Dogri, Punjabi, Hindi
12.	Banglore	Eng., Kannada, Telgu, Tamil, Hindi, Urdu, Bengali Sanskrit.
13.	Nagpur	Eng., Marathi, Hindi
14.	Gauhati	Eng., Assamese and Tribal dialects (16)
15.	Vijayawada	Eng., Telgu, Sans'rit, Hindi
16.	Patna	Eng., Hindi, Urdu, Sans'rit, Maithli
17.	Ahmedabad	Eng., Hindi, Urdu, Sanskrit , Muzrati
18.	Allahabad	Eng., Hindi, Urdu, Sans'rit
19.	Dharwar	Eng., Kannada, Konkani, Sans'rit, Hindi
20.	Calicut	Eng., Malayalam, Tamil, Sans'rit, Hindi
21.	Poona	Eng., Marathi, Hindi, Sans'rit
22.	Jaipur	Eng., Hindi
23.	Raj'ot	Eng., Gujrati, Hindi

24.	Indore	Eng., Hindi, Urdu
25.	Bhopal	Eng., Hindi, Urdu, Sanskrit
26.	Simla	Eng., Hindi, Himachal dialects
27.	Srinagar	Eng., Urdu, Kashmiri, Ladakhi
28.	Ranchi	Eng., Hindi, Urdu, Sanskrit, Tribal dialects
29.	Kohima	Eng., Naga (Assamese dialects(6)
30.	Kurseong	Eng., Hindi, Bengali, Nepali, Tibetan, Sikhimese, Bhutanese.
31.	Imphal	Eng., Hindi, Manipuri
32.	Goa	Eng., Konkani, Marathi
33.	Port Blair	Eng., Hindi, Bengali, Malayalam, Tamil & Telgu
34.	Bhuj	Eng., Gujrati & Hindi

AIR's EXTERNAL SERVICES

Year	Total Daily out put		Languages of Broadcast
	Hrs.	Minutes	
1	2	3	4
1948-49	12	50	12 Languages : Arabic, Afghan, Persian, Burmese, Cantonese, Kuoyu, English, Indonesian, Pushto, Gujrati, Hindi & Tamil.
1950-51	15	00	12 Languages : The same as above
1960-61	23	00	17 Languages : Arabic, Burmese, Cantonese, English, French, Indonesian, Kuyu, Nepali, Persian, Portuguese, Pushto, Swahili, Tibetan, Gujrati, Hindi, Konkani & Tamil.
1965-66	25	30	19 Languages : Arabic, Afghan, Persian, Burmese, Cantonese, Kuoyu, English, French, Indonesian, Nepali, Persian, Pushto, Swahili, Tibetan, Thai, Hindi, Tamil, Gujrati, Konkani and Urdu.

TELEVISION

	<u>1961</u>	<u>1965</u>
Total weekly hours of broadcasts	6 Hrs. 20 Mts.	17 Hrs. 40 Mts.
Number of schools equipped with Television Sets	149	255
Number of tele-clubs for social education programmes	66	180

Since March 1966 upto January 1978 a lot of changes, modifications and improvements have occurred in the organization and working of AIR. Mr.L.K.Advani, Union Minister for Information and Broadcasting, while inaugurating the film fair conference at Madras recently said that there are 83 AIR stations in the Country. They are rendering yeomans service in the fields of education, recreation, socio-economic and cultural transformation as well as development.

MEXICO :-

The School Broadcasting programmes at the primary, secondary and higher levels are managed controlled as well as supervised by the Educational Broadcasting Department of the land. The organisation of this department is as under :-

1. Art Section.
2. Coordination Section
3. Programme Section
4. Production and Publicity Section
5. Record Library

The Personnels are imparted specialized technical training in the Department itself. It consists of seven producers, five speakers, one head for each of various activities, Director General and a Deputy Director. Production sections, charged with the drafting of radio scripts, sports programmes. Dramatizations are under the supervision of Art Section. The personnels employed in different sections are expected to work for six hours a day.

The Chief aim and slogan of the Educational Broadcasting Department is to make learning a pleasure. The most suitable times for the pupils are in the early morning, during the lunch hours and in the early evening particularly between 6 p.m. and 8 p.m.

The schools of the country extend full cooperation to the Broadcasting Department. They send their teachers and pupils to take part in the various programmes, put out by authorities of Radio Stations. Those who receive the maximum benefits from school broadcasts are the pupils of the teacher's training colleges with their ages ranging from 10 to 15 etc. The subjects generally covered by the school broadcasts are environmental studies, music and sciences. Attempts are being made that educational broadcasts must become part and parcel of the class room teaching of the school.

NETHERLANDS :-

Mr. C.L. Kapur in his book Radio In School Education summarises the gradual development of school broadcasts in Netherlands in the following two paragraphs :-

- (1) " The first attempt to organize education by radio in the Netherlands dates from 1929. It was the subject of the lively discussion at the time between educationists who did and did not agree on the advantages and potentialities of the school radio."

(1) Radio In School Education by Mr. C.L. Kapur
Published in 1961, Page 80 & Paras 1,2

" The second world war interrupted the growth of education by radio, but a start was, again, made with regular transmissions in 1948. At present some 1250 schools are making use of these programmes which total five broadcasts a fortnight or 125 minutes of ~~broadcastingxxxxx~~ broadcasting time. One series of broadcasts is combined in the class with the projection of films. The programmes accompanying the film are supplied to schools at cost free. The teacher shows the films to the class while the radio supplies the commentary."

In our own country the regional school broadcasting services of AIR are trying of course on a smaller scale to establish a happy and fruitful coordination of the educational broadcasts with the films. All the programmes designed for the schools are closely related to the subject matter of educational films both in the state and central libraries. Teachers are requested to correlate the picture to the content of the programmes so that the children may be amply benefited by them.

NEWZEALAND :-

The slow but steady development of school broadcasts in Newzealand has its own tale to tell. In the year 1922 a correspondence school of the Air was set up for children of light house keepers and shepherds who live in isolated places. With the passage of time the school has made tremendous progress both in number and scope. It is at present a school of about 1,300 Primary and 500 post Primary, full time remote and physically disabled students. Not only this, about 2,000 part time pupils who are preparing for different examinations or seeing proficiency in the subjects of the choice, are much benefited by this scheme. The staff engaged in this educational task, consists of a Head Master, a deputy head master and 110 highly qualified teachers and forty administrative officers. Mr. C.L. Kapoor says :-

(2) " The main concern of the school, however, is with full time pupils to provide for them curriculum and range of interests and activities in line with those enjoyed by pupils of ordinary schools.

(2) Ibid. Pages 80,81 & Para 5 (Radio In School - education by C.L. Kapoor).

Limitations of the arrangement have been squarely faced and accepted only as so many obstacles to be overcome. The staff have developed a variety of devices and auxiliary services to make opportunities for correspondence children comparable with all that the class room has to offer."

There is absolutely no doubt that radio is a very effective means of instruction both in music and languages. AIR has started many programmes to achieve this aim. Specially designed programmes on good English and good Hindi are directed to give to listening schools ample opportunity to enjoy voices and performances with all their ~~musical~~ sweetness and light. This system of imparting education, if implemented in its right earnest will definitely go a long way in giving our pupils both profit and delight. Newzealand's correspondence school of the Air has ta'en a practical lead in this field.

POLAND :-

The Pols'ie Radio came into prominence after the second world war. It became an effective means of instruction and recreation for men, women and children of the land. Since October 13, 1947 it started a regular service of school broadcasts of course, it is not a non Government and independent organization -

like A.B.C., B.B.C. etc. It is purely a state enterprise, functioning in close cooperation with the Ministry of Education. There is nothing like council for school Broadcasting in the Country. No regulations worth the name have so far been framed.

The officials of Polskie Radio are the organizers of school broadcasts also. Lecturers of the schools help and collaborate them in this task. Men from the University also extend their willing support and guidance.

School Broadcast receives monetary help from different organization such as the Polskie Radio, Ministry of Education, the National Committee for Development of Broadcasting.

School Broadcasts play a very significant role in the educational development of the country. They are considered to be the most effective methods of teaching and education. They generally deal with the problems and situations of every day life. Their chief object is to motivate the pupils to observe the benign nature and drink into its full beauty. They ~~for music and art~~ for music and art. Scholars are invited to give talks on social, economic, political and cultural problems of the land.

The duration of broadcasts ranges from 20 to 25 minutes. The most suitable and profitable times are in the early morning.

There is a very close cooperation between the radio and the school. Teachers and students express their opinions and views about the school broadcasts through letters. Considerable importance and value is given to their suggestions because it is believed that they are the best judges. An abstract of the monthly programmes is prepared and sent to the colleges.

Suitable ages for school broadcasts are 9 to 11 and 12 to 15. Receiving sets are supplied to schools by such organizations as Public Educational Authorities, National Committee for Development of Broadcasting and Polish Radio over and above. The conditions of reception is very satisfactory in almost every school.

SWEDEN :-

In this country the transmission of school broadcasts started as early as 1926. In the beginning the lessons were put out by the radio authorities in a very sporadic manner. From 1929 school broadcasts were put on a regular and permanent footing. In the year 1930-32 Programme Chief was appointed.

He brought about a revolutionary change both in the quality and structure of school broadcasts. Time allotted to each programme was 30 minutes.

The prime object of school broadcast was to enable the students and teachers to receive the first hand and valuable information given by the experts of various subjects. They supplemented and enriched the class room teaching by introducing great personalities and novel ideas.

School broadcasting is mainly organized by the department called Radio Tjanst. It receives full cooperatbn by the Board of Education which approves the plans and déstributes the pamphlets to schools. But there is not compulsion for the institutions to ~~the~~ use broadcasts. Government ~~is~~ tries its best to persuade school authorities to ma'e the most of radio lessons.

No special regulations have been framed by the Government so far.

History, literature, music and social studies are the main areas of broadcasts. The languages used for the purpose are English, French, German, Danish and Norweigian. Teachers render full assistance in the planning and execution of the school programmes.

The local school authorities take due care of the equipment of the schools receiving sets. Very often teachers use their personal sets. In some secondary schools special listening rooms have been constructed. F.M. is now used. Television is also gaining ground by leaps and bounds. Exchanges of manuscripts are freely made with A.B.C. (Australia) B.B.C. (U.K.) C.B.C. (Canada) and other European Countries.

SWITZERLAND :-

Switzerland is a small but extremely beautiful country. It has no parallel as far as its special political complexion is concerned. It is a confederation of 22 cantons with three main languages, German, French and Italian. School Broadcasting started here as early as in 1930 in German speaking Switzerland. But it was not a regular feature. After two years in 1932 the organization received an official sanction. In 1933 school broadcasts started in French and Italian speaking Switzerland. The initiative in this field was taken by educators not radio authorities.

There is no state control on the Radio organization. Education Minister does not exist in Switzerland. There is hardly any legislation worth the name.

Chief authority in the broadcasting organization is Central Commission. It is helped by regional commission attached to each linguistic region and a local commission to every studio. The main function of Central Commission is to maintain cordial relations between Radio organization and Department of Education. Regional Commission draws up the programmes, determines the length of school broadcasts and submits general annual report to Central Commission. Regional Commission has as its members, teachers head masters and studio - managers. There is no separate department for school broadcasts. Education Department helps in the planning and implementation of the programmes. But it does not give any monetary aid to school broadcasting agency. Heads of the institutions are responsible for providing receiving equipments and listening rooms. The main subjects of school broadcasts are Music, Literature, Science , History, Drama and Geography over and above.

Length of broadcasts is generally 30 to 35 minutes an French speaking Switzerland pupils have option of listening to the school broadcasts. There is no compulsion at all. But in German speaking area the authorities recommend and persuade that the broadcasts should be listened to by the pupils.

--
In Italian speaking part of the country, the listening of school broadcasts is mandatory. Students are compelled to listen to the broadcasts without fail.

Teachers during their training period are given instructions concerning the aims, use, value and utility of school broadcasts. They are also taken to radio station so that they may learn its technical aspects and see with their own eyes how radio lessons are actually broadcast.

Suitable age is 10 to 15. A large number of pamphlets describing the aims, utility and monthly programmes are printed and distributed scott free among the teachers and students. Almost all the schools are equipped with commercial receiving sets and their costs are borne by local authorities. Reception conditions are excellent. The only problems that remains to be solved is the regular check-up of the receiving sets which deteriorate with the passage of time. Frequency Modulation is being used. Television has also come in the race.

Experiments in musical appreciation presentation of complete dramatic works, adoption of useful novels for pupils of certain age groups are being carried out with great zeal.

Proper propagand is constantly made through a mobile unit with play bac' equipment. Attempts have been made to put out broadcasts for children receiving technical education in professional schools. They are generally between the age groups of 13 to 16. Subjects commonly dealt with are agriculture, national history, topical science, tourism, courtesy and fine manners. Thus we see that educational broadcasts are rendering very valuable service for institutions of secondary level in Switzerland.

UNION OF SOUTH AFRICA :

School Broadcasting in Union of South Africa started as early as in March 1930 by the Cape Education Department in collaboration with African Broadcasting company. National Council for School Broadcasting came into existence in August 1938. Since then radio lessons have become a part and parcel of school teaching. It is the duty of the provincial Department of Education to see that school broadcasts are properly organized and implemented. The chief functions of National Council are as under :-

- (1) To study the needs of the schools.
- (2) To draw up programmes.

There are no specific laws, decrees or rules concerning school broadcasting. The actual Broadcasts service is arranged and supervised by the Cape Education Department. Head of the school Broadcasting services is the main organizer. He is also the Chairman of the National Broadcasting Council. He is a full time paid official. Two clerks and one short hand typist are there to assist him. Cape Education Department bears all the expenses made in connection with the school Broadcasts. Main teaching subjects are Literature, History, Geography, Musical Appreciation Nature Study, Civics and vocational guidance etc. Most popular and effective programmes are dramalogues or discussions. Lectures are avoided as far as possible.

Each province has set up panels to study the needs of the pupils and encourage the teachers to use school broadcasts as much as possible. Both European and coloured schools take part in this scheme.

A number of pamphlets dealing with the programmes of school broadcasts are published and mailed to schools.

Quarterly Radio Gazette is a prominent one. It is published by the cape education department. Reception in the schools of the interior part or coloured schools is very unsatisfactory. Government is now paying some attention to emprove it but there is still much to desire.

UNITED STATES OF AMERICA :-

School Broadcasting in the United States of America evolved gradually and voluntarily. There was nothing like legislative enactment or executive decree. The teachers who realised its utility started using it in their class room teaching in order to make it more effective. Mr. C.L. Kapoor in his book Radio In School Educations says :-

(1) " Probably no other educational tool of similar potential has ever been offered to the American teacher with so little pressure or assistance to encourage its use. All the same, school broadcasting has become a respected, effective and accepted resource in the public schools of United States.

(1) Radio In School Education By C.L. Kapoor
published in 1961 Page 78 and Para 2

Education is served by both commercial and educational broadcasting stations. Educational institutions were prompt to apply for licences to operate broadcasting stations in the early days of wireless telegraphy. In 1925, radio telephone broadcast licences were held by 128 educational institutions. Most of the licences were for a period of less than three years."

During Nineteen thirties school broadcasting became very popular in the country. A concerted effort was made by the educational authorities to link all the institutions with the school of the Air. Mr. Kapur ~~is~~ rightly says :-

(2) " School Broadcasting in the U.S.A. developed very fast in the thirties. The first net work series prepared and broadcasts for class room use was the national Broadcasting company's Music Appreciation Hour. Another of Radios most significant early contribution to class room teaching was the American School of the Air --- a service of the Columbia Broadcasting System. Daily programmes were offered in such areas of study as science, music, history literature and current events.

(2) Ibid. Page 78 & Para 3

A high standard of production and a conscious effort to gear programmes to curriculum made the American School of the Air popular with teachers. Typically a school of the air schedule was the product of planning or production organization which depend in part or entirely upon commercial stations for the dissemination of its series of broadcasts. Other public school systems utilize local commercial stations to present more less regular broadcasts to class ~~and~~ rooms for instructional and public relations purpose. Commercial Companies, too, have been offering programmes of interest and value to school audiences."

Tape network and loan services are the Chief means of school broadcasts. Of course there are some educational stations which put out original instructions. The public schools are more interested in teaching and enrichment programmes to be used at the public school level. Generally a station starts its function from 9-00 A.M. and continues upto 3 or 3-30 P.M. It offers programmes dealing with the subject matter, prescribed in the curriculum.

The National Association of Educational Broadcasters is a very valuable organization. It brings together like minded people engaged in similar work. It also keeps an eye on the new tendencies and developments of school broadcasts. It makes surveys and the results derived are made available to the persons concerned. In 1956 its research committee discovered that member organizations were providing 860 educational programmes every week to business stations. These days school broadcasts in U.S.A. go a long way in making the class room teaching more rich, effective and delightful.

U.S.S.R. :-

In Soviet Union education is a motivating force in the people. It is one of the main instruments planning for economic development and social cohesion. The fundamental objectives of Soviet education are as under :-

- (2) (a) intellectual education aimed at developing knowledge through assimilation of the generalised experience accumulated by mankind and a scientific outlook.

(2) Education In The Soviet Union A Report on the Visit of the Indian Delegation to USSR 1961 By Raja Roy Singh Ministry of Education Govt. of India New Delhi (1962) Page 4 & Page 3

- (b) moral education aimed at developing patriotism, collectivism and proper attitude to work and public property sense of discipline and organization and integrity.
- (c) physical education aimed at developing courage, stamina endurance, self control, resoluteness and gracefulness.
- (d) aesthetic education aimed at developing an understanding and appreciation of the beautiful in nature, society and human relations.
- (e) polytechnical education aimed at developing an intimate understanding of and participation in all production processes which sustain society and acquisition of the skills needed by the national economy.

The main function of education is to promote national growth both qualitative and quantitative.

Education is looked upon by the planners of Soviet Union as an investment of the highest importance that is why it absorbs 8-10 percent of the total investment.

The complete secondary school with classes 1 to XI is a unified, integrated school without any break at any stage. It is referred to as 'secondary general education labour polytechnical school with vocational training. Curriculum of all the schools is uniform. In classes IX to XI the school subjects are Literature, Mathematics, History, Constitution of the USSR (in class XI only) Economic, Geography, Physics, Astronomy (in class X only) Chemistry, Biology and Technical Drawing (in class IX) only Foreign language and physical culture. Most of the school broadcasts in USSR are put out mainly in Russian and regional languages rarely in English. Their Chief objective is to mould the minds of the students according to official plans and policies laid down by the prominent members of the Supreme Soviet.

In April 1926 regular radio broadcasts for children were started with the programmes called "Radio Pioneer" and "Radio O'-tyabryono'-".

The very first radio concerts were given back in 1922-23. They prepared the ground for regular music broadcasts. In 1928 educational programmes for working farmers called Radio University, were begun. By 1929 there were several Radio Universities for workers, farmers and communist party activists.

The number of radio listeners in the Country reached 60,000 in 1930. The same year Radio Universities were recognised into an Institute of External Education by Radio with branches in Kharkov, Voronezh and Severdlovs'.

During second world war Soviet Radio played vital part in rallying forces against the Nazi invaders. Organization of Television And Radio In USSR. In the Soviet Union radio and TV are run by the State. They are administered by the State Committees of USSR Council of Ministers for T.V. and Radio. The Committee is headed by a Chairman who is a member of the Council of Ministers -- the Soviet Government.

The Home Service of Central Radio Broadcasting comprises the following major departments :-

(a) Information

(b) Political and Educational

- (c) Programmes for Children
- (d) Programmes for young people.
- (e) Literary and theoretical programmes
- (f) Music and programmes for Moscow and Moscow Region.

The State House of Radio Broadcasting and
Sound Recording is the technical Workshop of Central
Radio. There are 98 TV sets per 100 families in
almost all the States. The radio broadcasting service
covers the ~~xxx~~ entire territory of the USSR. The
Country's Wired radio network is perhaps the largest
in the World. The combined length of its lines is
about 2,000,000 kilometres. Over 200 cities have
multi channel wired radio broadcasting.

On January 1, 1979 the country had about 68
million radios and nearly 70 million radio outlets.

(1) " All regional centres and large cities in USSR
have their own broadcasting services beside Central
Radio and the Union Republic Service. There is a wide
network of closed circuit radio broadcasting at
factories and plants collective and State farms,
Colleges and Universities, Schools and construction
projects."

(1) Soviet Mass Media, Novosti Press Agency Publishing
House Moscow 1979 (Page 68 & Paras 2 to 5).

Radio broadcasts are beamed in 69 languages of the peoples of the USSR and 70 foreign languages. There is, in all, 162 radio committees, of which 113 conduct radio broadcasting in two or more languages (in Daghestan for instance, radio broadcasting is done in nine languages)."

The Home Radio Broadcasting Service :-

(1) " The Central Home Service (National Radio Network) has eight basic channels with a local broadcasting time of 158.6 hours."

(2) " The First Channel is the principal one for the entire country. Nearly 50 percent of the average daily broadcasting time of 20 hours is taken up by news reports and current information on social and political matters. Addressed to the mass audience, the First channel includes programmes and items on the country's economic political and cultural life and on international affairs. Among other subjects covered are theatre, literature, music and sport."

(3) Recordings of First channel programmes are also made and transmitted to allow for the different time zones. They all have an average duration of 20 hours and are broadcast separately to East and West Siberia,

the Central Asian Republic (except the Tur'menian SSR) and Kazakhstan and the Far East."

(4) " The Second Channel is a round the clock service which supplies news reports commentaries and music. It is called Maya' (Beacon) and is transmitted simultaneously to all parts of the country. Maya's call sign can be heard nearly 50 times round the clock. It reports and comments on major events at home and abroad short (4-5 minutes) news bulletins are interspersed with concerts of Russian Soviet and Foreign classical fol' and popmusic."

(5) " The Third Channel is a literary and musical one. It is on the air for 16 hours a day and presents ~~music~~ classical music and literature, the life and work of Soviet and foreign writers and other aspects of literature and the arts."

The Fourth Channel is devoted to music. Its average broadcasting item is 9 hours a day of which 7 are taken up with recorded music.

Ibid. Page 69 & Paras 1,2,3,4 & 5

The main types of programmes are, current Affairs, Home Affairs and Politics, The News, The International Diary, The Topical Problems of International Life, Around Countries And Continents. The International situation, Questions And Answers and Events In the Socialist Countries.

The Arts, Literature, Drama and Music take up more than half the broadcasting time of the regular First Channel of the Home Service. Musical broadcasts help raise the cultural level of the population as a whole while talks about music and performance of amateur groups enliven and enrich the intellectual life of many.

Theatres feature prominently among the programmes of the Home Service. The tape library of the theatre on the air alone has nearly 250 plays by Russian Soviet and foreign authors, recorded at different times. In all the Home Service today boasts 750 recorded dramatic works a veritable museum to which new contributions are made every year.

The programmes "Writers at the Microphone" The Poetic Note book and Literary Recitals have a large and stable audience of people of different ages and professions. The Series literary Recitals introduces 60 -80 new works every year.

In addition to programmes aimed at a mass audience, specialised programmes are devised to meet the interests of the particular groups of the population. Programmes for young people are broadcast by the Yunost (Youth) radio station. The question of moral development of the young people is high lighted in such programmes as The Heirs of the October Revolution and when they were twenty. The Saturday feature, Hallo comrade is based on letters in which young people discuss their aims and achievements of their colleague at war. It also includes numerous song requests.

Nearly five hours a day is devoted to programmes for children of school and preschool age. The traditional programmes such as The Young Pioneers, Sunrise, Radio For Little ones and Your Peers for those in the senior forms, are very popular among young listeners. To cater for various interests, the Home Service devises programmes like In the Land of Boo, Characters for the Literary Minded Young, Create Invent and Try for young technicians and the Famous Captains club for those fond of travel and adventure.

Among the permanent features are special programmes such as The Pathway to Life for those at vocational schools and The Land You Inherit for rural school children. There is a great variety of cultural, educational and musical programmes for children. Young listeners are very fond of programmes An Invitation card, Music Box and Radio Many. Nearly 30 radio plays in the series Library of Adventure I have been produced in just one year. The Home Service also makes programmes for parents such as to Adults About Children.

The above mentioned programmes bear ample testimony to the fact that school broadcasts play a role of paramount importance in secondary school education of USSR.

CHAPTER - III

£
£
£
£

SUPERVISION AND CONTROL RELATIONS

BETWEEN THE STATES AND

RADIO ORGANIZATION

REGULATIONS CONCERNING

SCHOOL BROADCASTING

SUPERVISION AND CONTROL

A pertinent question crops up whether the Government should have full partial negligible or absolutely no control over the broadcasting organizations of the country. Opinions differ widely on their issue. Strong and convincing arguments are put forward both in favour of the case and against it.

The advocates of State control hold the view that broadcasting being a very important and powerful medium of education must remain under the benign supervision and control of the Government so that a well planned uniform and dynamic policy of education for the country may be safely implemented. They fear that an independent body may ignore the educative values of the media and tend to lay more emphasis on the recreational and commercial aspects alone. This apprehension to my mind is baseless and we all know that autonomous corporations in Japan, Australia, Canada, U.S.A. and the limited company in Italy put out the best programmes of education in the world.

The other argument voiced by them is that broadcasting is a complicated activity, requiring forward looking decisions on such matters as coverage, appointments of personnel and items of expenditure. Private organizations will not be able to do full justice to them ~~because~~ because their resources and facilities are comparatively limited. This argument too does not hold much ground because with the active cooperation of the Government and public, independent bodies may be fully equipped with all the necessary requisites.

On the pretext of the utilization of public revenues also it is said that state control ~~is~~ is desirable. But autonomous bodies like Universities and other public corporations receive much financial help from the Government. Likewise broadcasting corporation may also get timely financial help from the Government and discharge its duties efficiently.

Some people maintain that during an emergency the corporation would not be able to inform and mobilize public opinion in an effective manner. But this is not the whole truth.

The B.B.C. in the second world played a vital role in raising the morale of the people and creating a spirit of courage confidence and hope in the freedom lovers of the land. Apart from this, reports given by a non official agency are considered to be more reliable and have greater tonic effect on the listeners.

It is also said by the exponents of the State control that personnels of the broadcasting organization would prefer to be Government servants because in that case they would be enjoying the benefits of both promotion and pension. But it is not entirely true. Every artist and scholar worth the name, longs to breathe in an atmosphere of freedom and give full vent to his or her creative urge. This will not be possible in the bureaucratic set up of today. Thus by the above discussion we arrive at the conclusion that full Government control on the broadcasting organization is not at all advisable or desirable.

Those who are in favour of the corporation say that it is purely democratic in spirit and character. It is more reliable and may function as a trustee to safeguard national interests. Report of the Committee on Broadcasting and Information Media(1966) says :-

(1) " A broadcasting Corporation is intended to act as a trustee for the national interest. It is equipped to encourage creative effort, develop talent in an atmosphere of freedom and be responsive to the needs of its listeners. By reason of its autonomous character and not being a hand maiden of the party in power, it remains on an even keel even when political changes take place; personalities and ideologies do not disturb the continuity of its programme planning or deflect it from its set course to inform and educate objectively and entertain pleasingly."

In the absence of the Government control, the recruitments of the personnels will be only on the grounds of merits and on contract basis. As long as they are ~~in~~ useful they will grace the organization by their presence but when their productivity starts decreasing they may be checked off. The present trend to placate the bosses and anticipate their personal whims would ~~at~~ automatically end up in ~~smo'e~~ in the free and pleasant atmosphere of the corporation. Regarding the economy and efficiency in the production of programmes the Report of 1966 says :-

(2) " In the financial field, the advantages will be even greater. There will be no inclination to retain programmes which do not attract listening just because they were initiated at the behest of some one high up. The resources thus released will be used for introducing and improving other programmes. It will not be necessary to go out to other official agencies for construction work or procurement. Time and money would be saved and supervision and control would revert to the organization. The benefits of this should not be under estimated. Financial autonomy would also facilitate planning in advance and steps for its implementation could be more readily taken --?

It is quite clear now that broadcasting can develop to its maximum and achieve its desired goal only when it is allowed to function as an independent corporation and is free from all sorts of Government control. It will not be something out of place if we examine here the systems of supervision and control being exercised on the broadcasting organisations as prevalent in certain countries of the world.

As far as total alitarian states such as the USSR, its satellites warsaw pact countries and of that 11- China, Yugoslavia and G.D.R. are concerned there is almost a hundred percent Government control over the broadcasting organizatio-ns. They are simply the means for the propagation of state policies. Every programme whether educational or otherwise which goes an the air must be in full consonance with the official version.

In Australia school broadcasting is organized by the Australian Broadcasting commission. It is a statutory body responsible to the Australian Federal Parliament through the Postmaster General's Department. It is true that in this country education is a state subject. In every state there is a permanent Director of Education, who functions as a Chairman of the State Education Department. He is accountable to state Minister for Education only. More than eighty percent schools run under his direct supervision and control. S ome schools are controlled by religious organisations also. There are a few private schools which are fun by private bodies and individuals. But they are bound to follow the state syllabus because secondary schools children are required to appear at public examinations held by state Department.

In the year 1946 a Commonwealth Office of Education was set up under a Director. Its aim was to provide a source of advice for the Commonwealth Government on general educational questions.

The school broadcasting service is chiefly controlled and organized by the ABC. With the object of maintaining happy liaison with the educational authorities and coordinating school broadcasts with their activities the ABC has set up a Federal Youth Education Advisory Committee and State Youth Education Advisory Committee in every state. The Federal Committee consists of the Director of the Commonwealth office of Education under the Chairmanship of the ABC's Director of Youth Education to put forward suggestions on the general policy matters in relation to school broadcasts. The members of this committee are appointed by the Commission.

The State Education Departments extend their full and willing cooperation to the ABC in the planning of programmes and publication as well as the distribution of booklets etc.

The State and Federal Advisory Committees

function mainly as a Council for school broadcasting. It comprises educational representatives including the State Director of Education as Chairman, an Inspector of State Schools, representatives of private schools (catholic and non-catholic). In certain States there are the University Teacher's Unions and Youth Organizations. Their functions are to give suggestions to ABC on educational questions concerning local School Broadcasts programmes. The members are appointed by the commission on the advice of and recommendation from the bodies which are off and on invited to attend. All the members are honorary.

Sub-Committees consisting of practising teachers with practical radio experience are appointed by the Advisory Committee. They help the ABC personnels in framing the programmes of school broadcasts. Thus we see that ABC has been organized on purely democratic lines and enjoys maximum freedom both in planning and broadcasting school programmes.

In the United Kingdom school broadcasting is organized by BBC. It is supervised and guided by School Broadcasting Council. School Broadcasting is not the subject to be controlled by the Government or any public authority. There are three school broadcasting Councils for U.K. for Scotland and for Wales. The prime duties of the council are to offer suggestions to BBC in the provision of a service of broadcast programmes for schools in U.K. It makes a thorough study of the educational practice and trends in the schools and tries to find out ways and means to enrich the education by school broadcasts. UNESCO Report of 1949 referring to the function of the Council says :-

" It formulates the general educational policy and determines the general aims and scope of the series of broadcasts. It conducts and promotes research, issues publications and assists generally in the development of school Broadcasting."

Beveridge Report on Broadcasting in U.K. shows how autonomy has been beautifully reconciled with control.

(1) " The formal power of the Government of the over the British Broadcasting Corporation is absolute. The Governors who constitute the corporation can be removed at any time by order in council and can be replaced by others. The Licence can be revoked by the Postmaster General if at any time the corporation in his opinion is failing in its duties. The Postmaster General can veto any proposed broadcast or class of broadcast and in doing so can require the corporation to refrain from announcing that a veto has been imposed. Any Government Department can require the corporation to broadcast any announcement or other matter desired by it.

" In practice it has become the agreed policy of successive Governments accepted by Parliament, that the Corporation should be independent of the Government in the day to day conduct of its business including both the making of ~~bxp~~ programmes for broadcasting and general administration.

(1) Radio And TV. Report of the Committee on Broadcasting and Information Media (1966) Page 180
Para No. 268 .

So it is quite clear that BBC enjoys a lot of freedom in its every sphere of activity. For example we may recall the reference made by Lord Hill once the Chairman of the BBC's Board of Governors, in his famous book "Behind the Screen", to the complaints of the Prime Minister, Mr. Wilson, that the BBC denied him an opportunity to appear on TV on the fifth anniversary of his taking office and ~~another~~ on another occasion, to the programme "Panorama". This freedom to give or refuse its facilities even to the Prime Minister of the Country, shows that BBC is really and absolutely free from Government Control.

It is true that BBC depends mainly on the licence fees collected by the British Government but it does not at all depend on it for getting this money to meet its expenses. Its reason is quite obvious. Both Government and people have firm faith that BBC functions as a trustee for the national interest."

There are such countries as Italy and Sweden where broadcasting organizations are run and controlled both by State and Private bodies. They cooperate and collaborate with each other in a happy and cordial manner. Report of the Committee on B. and I. Media

Media (1966) puts it as under :-

(2) " There is a variation of this form which provides for joint State and private collaboration. The best examples of blending of public and private ownership are provided by the Italian and Swedish Organizations. RAI, the Italian Organization is a private limited company which has been granted a monopoly of Radio and Television and wire distribution. The majority of its shares are held by the Institute of Industrial Reconstruction which is a government agency. Although R.A.I. enjoys a considerable measure of independence, it is subject to obligations and inspections by the State. The Board of Management and the Board of Auditors have government members."

" In Sweden, programming rights are vested since 1925 solely in a company known as Sveriges - Radio. The State owns the transmitting network and is responsible for its maintenance and operation. The programme company is privately owned, the State has no financial interest in it. Two fifths of the

(2) Ibid. Page 179 Paragraphs No. 664,665.

shares are held by the press, another two fifths by large national organizations and popular movements and one fifth by business and industrial interests.

The Government, however, reserves the right to appoint the Chairman and one half of the members of the Board of Governors, the other half being elected by the shareholders."

The constitution of Canada says that education is a function not of the Federal Government, but of the Governments of nine provinces. Every province is educationally autonomous and there is no Federal office of education at Ottawa. Hence school Broadcasting in Canada is based upon agreement between the CBC and Education department of nine provinces to present on a cooperative basis, programmes specially designed to supplement and enrich the courses of studies in the class-rooms. Education Department prepares the content and Broadcasting organization decides the form of broadcasts. To be more clear we may say that Education Department select the subjects plan, their treatment, supervise the preparation of the material and help to instal the receivers. They are also responsible -

for publicising the programmes, instructing the teachers in utilizing them in the class room, and evaluating the results.

The CBC Education Department extends its help in shaping the plans from the point of view of radio suitability and feasibility. Apart from this, it employs and instructs scripts writers, produces programmes in studio and shares in publicising and evaluating the broadcasts.

In the year 1943 National Advisory Council on School Broadcasting was established. Its main object was to suggest ways and means for planning and executing the National School Broadcasts. At present it has spread its network so wide that almost all the institutions of the country are benefited by its National Educational programmes. Thus we see that CBC is also free from Government interference and control. This is the reason why it is engaged in promoting the cause of education sincerely and effectively.

As far as USA is concerned there is absolutely no Government control over the broadcasting organisations. Report of the Committee on Band I. Media (1966) rightly says :

(3) " The outstanding example of private ownership and management is provided by the United States of America where licences to operate Radio and Television stations are issued by the Federal Communications Commission subject to certain laws and regulations. --"

There is a very active and intimate cooperation between the Educational authorities and the schools of the Air. Universities and some Commercial organisations have their own radio stations. The former regularly and the latter casually put out educational programmes for the schools. Directing staff is generally recruited from the expert educators not radio men. University, city and commercial bodies bear the major brunt of the expenditure incurred in connection with school broadcasts. Programmes for schools are conceived as something merely supplementary. There is little provision of direct and comprehensive teaching for the schools through radio. Subjects generally taken and

their forms of presentation are as under :-

S.No.	Subjects	Presentation
1.	Literature	Dramalization
2.	Natural Science	R Tal's
3.	Books	Reading or Dialogues.
4.	Physics	Participation or Dialogues.
5.	Actuality	Dramatization or illustrated Tal's
6.	Vocational Guidance	Dramatization.
7.	Social Sciences	Feature Programmes.
8.	Humanities	Straight Tal's or Group Discussions.

Normal length of a school broadcasts is 15 minutes except music which is often of 30 minutes duration.

Training colleges are responsible for giving courses of studies to be used in class rooms. Expert educators prepare school broadcasts and very frequently they visit institutions in order to keep themselves in touch with the teachers and elicit their views on the broadcasts. Education in the United States of America is rally a local matter. Single schools and entire school systems have realistically accepted - the significance and tremendous influencing power -

of radio. Mr. I.Keith Tyler in his Foreward to William B. Levenson's book Teaching Through Radio says :-

(4) " The cleveland public school system is without doubt the outstanding example of such thorough going adjustment. A pioneer in broadcasts to class - rooms, this school system has gradually expanded its broadcasting integrated school broadcasts with the curriculum, developed high school radio wor'-shops, incorporated radio into the supervisory plan and in other ways has fitted modern communication developments into normal school procedures. This was not done over night, each step was studied, and weighed in the light of its actual values and practices -----."

The above paragraph speaks well of the freedom enjoyed and cooperation extended by the local radio stations of cleveland Ohio, to all the schools that come within their domains. In the beginning Ohio School of the Air had to undergo many difficulties when it declined to function as the mouth piece of the administration. B.H.Darrow puts it as under :-

(4) Foreword by I.Keith Tyler to Mr.William B.Levenson's book Teaching Through Radio published by Farrar And Rinehart INC(New York-) June 1945(Page V,Para-2)

(5) " There is danger that broadcasts supported from public funds may become involved in politics, even though the broadcaster plays no politics. This was true of the Ohio School of the Air. It was punished because it refused to become a tool of an administration. Legislators and public must be convinced that education on the air is non partisan and that all may benefit regardless of party affiliations."

Now it is quite obvious that broadcasting organizations in U.S.A. are mostly private and independent concerns. They enjoy full freedom in all respects but they are at the same time fully aware of their social and national obligations.

In our own country Broadcasting organization is under the direct control of the central Government. There is a fullfledged Ministry of Information and Broadcasting with the Minister of Cabinet rank at as its head.

(5) B.H. Darrow--Radio Trailblazing Columbus Ohio College Book Company 1940,(Page 125).

(1) " According to the Indian Telegraph Act of 1885, as amended, the Government of India has the exclusive privilege of establishing, maintaining and working a broadcasting service. The Act provides that a licence may be granted to others also. This permissive provision was used when in 1926 the Indian Broadcasting Company Ltd., was granted a licence for the two stations at Calcutta and Bombay. Since 1930 when the Broadcasting service was taken over by Government as 'The Indian State Broadcasting Service' no licences have been issued except for small agricultural stations at Allahabad and Dehradun both since defunct and to the Madras Corporation for a restricted city service until the Madras station came on the air in 1938. AIR thus enjoys a monopoly in the field."

"Since its inception AIR has been a Department of the Government, at present its status is that of an attached office of the Ministry of Information and Broadcasting. The Minister is responsible to the Cabinet and accountable to Parliament for all broadcasting activity.

(1) Radio and Television, Report of the Committee on B. And I. Media(1966) Chapter 10 Page 170 Para No. 626 & 627.

Except for short spells during the period 1947-1965, the Minister has not been a member of the Cabinet.

SINCE January 1966, the Ministry is once again in-charge of a Minister of State. It is unfortunate that it has been so. Effective mass communication in a developing country is essential for its economic and social regeneration. The Minister at the helm should have suitable authority and status for the purpose. It is equally unfortunate that the Cabinet Committee on Information and Broadcasting has been recently discontinued. This again makes the link between the Minister and the Cabinet tenuous."

But it is a matter of satisfaction that with the coming of Janta Party in power since March 1977 the Ministry of Information and Broadcasting has been placed under Mr. L.K. Advani who is Minister of Cabinet rank. Thus it is quite obvious that Govt. has full control over the broadcasting organization. The result is that it has an adverse effect on impartiality of news items, topical and political commentaries. Miss Mehra Masani rightly says :-

1(a) " A direct consequence of this is the ultra-cautious approach to news. Important items of news have at times, been omitted from the bulletins because as the voice of the Government, AIR can not risk broadcasting any news which is not confirmed by the proper authority. The much publicised delay in announcing the news of Pandit Nehru's death was caused by the need to wait for the Cabinet Secretariat's instructions before the news could be broadcast. Topicality involves urgent decisions that must be taken by the editor on duty, a system of hierarchical checks and controls reduces the editor to a mere draftsman."

She adds :-

" All the talks and commentaries broadcasts by AIR are supposed to be governed by the AIR Code which was drawn up in 1967. It does not permit criticism of friendly countries, attacks on religion or communities, incitement to violence, aspersions against the President, Governors and the Judiciary, attacks on one political party by name, hostile criticism of any state or the centre and anything obscene, defamatory and against law and order."

Anyway, freedom for broadcasting organization is a must. In its absence, it will not be able to deliver the desired goods to either society or country as a whole.

School broadcasting is mainly organized by the State in the sense that it forms an integral part of the general programmes of AIR. In planning school broadcasts the provincial governments specially their education departments are taken into confidence.

The Government of India (Ministry of Education) set up in the year 1940 an Advisory Committee for educational broadcasts for the entire network of AIR. All the members of the committee are honorary. Only outstation members who have to undergo a journey to the radio stations to attend meetings are paid travelling and halting allowances. As these members are appointed by the Government, they have little freedom to bring about any change in the policy or the programmes of the broadcasting organization. They have merely to toe the lines set by the high ups of the Ministry of Information and Broadcasting.

But it is a happy sign that Janta Government is thinking of converting AIR into a fullfledged and independent corporation. With this aim Government set up a working Group of twelve members under the Chairmanship of Mr. B.G. Verghese, an eminent journalist to suggest ways and means to achieve the desired goal. The committee submitted its report within record a time of six months. It is in two volumes consisting of 405 pages. It has made wide ranging recommendations to change Akashvani and Door Darshan into a more useful and responsive organization from a mere Government Department.

Mr. Lal Krishna Advani the Union Minister of Information and Broadcasting presented this report to the Lok Sabha on Thursday the 9th. of March 1978 and Mr. Jagbir Singh the State Minister placed it on the table of Rajya Sabha the same day.

The working group in its detailed, unanimous and beautifully worded report has recommended that the national broadcasting services should be vested entirely in an independent impartial and autonomous organization set up by a Parliament Law to act as a trustee for the national welfare and interest.

The legal framework of the trust as suggested^{by the} by the working Group is that the corporation should be set up before making necessary constitutional amendment. The law to this effect can be enacted and the organization brought into existence. The autonomy of the corporation and its complete freedom from Government control should be embedded in the very texture of the constitution and the idea of a trust woven round it.

The working Group was guided by the Universally acknowledged fact that as a mass media both radio and television must correspond to a wider perception and perspective of national communication policy as well as philosophy.

The working Group has completely rejected the proposal to establish two separate and autonomous organizations for Aashvani and Door Darshan. But it did accept the significance of the distinctive identity of radio and television within the confine of the new integrated structure. It argued that there would be sufficient delegation of power to the regional and local level. It is true that the organization will

enjoy advantages of quick decision making sensitively to local problems, acquaintance with local customs, traditions and taste and close relationship with different Governments as well as institutions.

The recommendations put forward by the committee for the new structure of Aashvani and Door Darshan are not based on the model operating in any country of the world.

BOARD OF TRUSTEES

There will be a board of trustees consisting of 12 members and in no case exceeding 21. These trustees will be the guardians of the charter given to the National Bharat Trust by statute.

The controller General of Broadcasting (CGB) will work as a chairman of the Central Executive Board. He will also serve the purpose of a strong link between the trustees and the entire broadcasting organization. Apart from this, he will be ex-officio secretary to the board of trustees so as to provide an organic link between these two tiers. In addition to the Chairman, the board of trustees will have three other full time members to devote themselves to the domain to current affairs, extension as well -

as culture. They will operate through the controller General of Broadcasting. Besides the Chairman and the three full time trustees, the board will have two part time trustees -- one highly experienced in the field of finance and management and the other an eminent scientist or engineer, fully conversant with the latest technology of broadcasting.

COMPLAIN'S BOARD

It is true that for the first time in the history of broadcasting in our country, there will be a full fledged complaints board. It will have members selected by the Chief Justice of India. This board assumes an added significance in the light of the sad experience gained during the dark period of emergency when broadcasting system was unscrupulously used by the previous regime to serve its personal and selfish ends.

According to the report, the board of trustees will be accountable to Parliament through its budget and an annual report. Together with the accounts and auditor's comments, reports of the ~~xxxxxxxixixix~~ complaints board, among other things will also receive its due place in the annual report.

The complaints board will deal with the complaints received from the public from time to time, relating to charges of ~~unfair~~ unfair treatment such as ~~attac~~ on private life and misrepresentation etc. The right of recourse to the courts is waived. The findings should be published by the NBT in its programme journals and broadcast in special programmes.

To safeguard the freedom of the NBT, the report has suggested that the trustees with six years term of office will be appointed by the President on the recommendation of the Prime Minister from out of a list of names forwarded to him by a nominating panel for trustees which will consist Chairman of the UPSC over and above. The report further says that it would be a very healthy convention if the Prime Minister consults the leader of the opposition before submitting the list of names to the President. The trustees would enjoy the status of the judges of Supreme Court.

FINANCIAL AUTONOMY

In order to ensure the financial autonomy of the corporation the working Group has suggested a number of measures. In the beginning, the Government should make up the revenue deficit for a period of five years after transferring the present assets of Aashvani and Doordarshan. Later on, NBT should be expected to stand on its own feet. It may raise its income by charging for broadcast time allotted to various users, including the Central and State Govts.

It also says that the trust should make a comprehensive study of commercial broadcasting rates and procedures. Licence fees of certain categories of radio and Television may be increased.

The board of trustees, whose one third members will retire every alternate year will enjoy very wide powers both in the matters of policy decisions, planning and technological choices.

The report adds that NBT should be authorised to grant broadcast franchise whether for radio or television to approved educational institutions.

Such a franchise recommendation should automatically be converted into a broadcast licence by the Ministry of Communication the specific frequencies being allocated and coordinated by the Ministry's Wireless ~~ad~~ adviser. This ^{is} for the first time that such a broadcast franchise has been offered to non-Governmental institutions to boost up educational broadcasts and research activities.

The franchise to be granted by the NBT licencing board will be manned by part time commissioners. The licences should be granted for three years periods at a time and should be renewed on satisfaction of performance. The working group has suggested Rs. 25/- for radio set and Rs. 75/- for television sets as licence fees. At present licence fee for radio set is Rs. 15/- and Rs. 50/- for Television. This enhanced licence fee will increase the revenue of the NBT to a considerable extent.

Thus we see that the recommendations of the working Group regarding the conversion of Aashvani & Doordarshan from a mere Government Department into an autonomous and more responsive organization are sound valuable and feasible.

REGULATIONS CONCERNING SCHOOL BROADCASTING

There is hardly any country in the world where special legislation has been made laws, rules or regulations framed concerning school broadcasting.

Countries like Australia, Brazil, Canada, Great Britain Mexico, Poland, Sweden, Switzerland, Union of South Africa, U.S.A. and even USSR have no specific rules and regulations relating to school broadcasting. In Belgium school broadcasting is governed by Rules of Procedure worked out by the Belgian National Broadcasting Service of which it is an integral part.

In our own country too there are no definite laws concerning school broadcasting. But AIR has off and on issued circulars and letters to schools and radio stations concerning the utilization of school broadcasts. We may take a few such examples from Mr. C.L. Kapoor book Radio In School Education published in 1961.

(1)

Appendix 'C'

AIR Circulars to Schools

Government of India

Director General : All India Radio
Broadcasting House, Parliament Street,
New Delhi

No. 3(8)P-3/36

Dated 10th August, 1956

My dear,

I am writing to see your cooperation for the full utilization of school programmes broadcast by the All India Radio. There has been so much emphasis on audiovisual education recently that it is hardly necessary for me to stress the importance of education through the radio. I had the privilege of meeting some Directors of Public Instruction at the UNESCO seminar on audiovisual education held last year at Luc'now. We had then discussed both aspects of this question viz. improvement of the programmes broadcast for schools and need for organized listening in schools."

(2) " So far as the improvement of programmes is concerned, All India Radio wishes to make the programmes as responsive as possible to the needs of schools and to the advice of expert educationists.

(1) Radio In School Education By C.L. Kapoor published in 1961 by General Manager Govt. of India. Appendix C Pages 110,111,112 & Paragraphs 1,2,3.

You will be glad to know that Sri C.L. Kapoor, Retd. Director of Public Instruction, Punjab and the PEPSU, who has had wide and varied experience of education in different phases has been appointed the Chief Producer of Educational Broadcast in the All India Radio. Besides, we are going to appoint persons with practical experience of programmes as Assistant Producers (School Broadcast) at different stations. On the basis of experience gained in regions where school broadcasts have been a success. Some general instructions to the AIR stations are being issued and it is hoped that after these steps have been taken, there will be uniform improvement in school broadcasts all over the country."

(3) " Much of this effort will however, be of no avail if organized listening of these programmes in schools having radio sets, is not arranged and if these programmes are not followed up by further discussions in the class room, group activities, written and oral exercises and occasional assessments of listeners. Whatever be the views on the general nature and value of audio visual methods of education -

it will be accepted on all hands that radio programmes could give to a large number of schools that are not fortunate in having teachers of uniform ability in all subjects the facility of lessons and talks by some of the best teachers and authorities on these subjects.

Likewise, it will perhaps be conceded by all that carefully planned and presented radio programmes for schools do make a difference to the general knowledge of pupils so important in present day education. Thus, there is a strong case for treating school programmes as an integral part of the regular studies in schools. In any case, listening and follow up discussions of school broadcasts could be treated as part of social studies and general knowledge studies of the pupils and could be taken into account at the time of annual promotions and assessments."

How exactly this should be done will depend upon the conditions in different states. I shall be grateful if you could consider the following, among other suggestions.

(a) " Instructions may be issued to heads of schools to the effect that school broadcasts may be treated as a regular item of school routine and not merely as an extra curricular activity.

(b) Wherever there are radio sets, organized listening may be ensured by drawing up a time table so that by rotation (or through internal relay system) classes might hear programmes under the guidance of teachers. Even where class wise listening is not possible, radio clubs could be formed and credit could be given to the regular members of such clubs for the progress shown by them as a result of regular listening of the programmes. For every such club there should be ~~xxxxxxx~~ a teacher sponsor."

(c) " School managements could be asked to give allowances to teachers in-charge of organized listening by pupils, just as allowances are given to drill masters, scout masters, teachers in-charge of first aid etc.

(d) " Short training courses might be arranged at schools and colleges with the assistance of the local station Director of All India Radio and the Director, Staff Training School, AIR, New Delhi.

At these courses, selected teachers could be given an idea of the techniques of school broadcasts and teaching through audio visual aids."

(e) The programme to enable schools to own radio sets for educational purposes may be speeded up and attempt may be made to encourage every High or Higher Secondary School to have a sets.

Knowing, as I do, your interest in modern methods of education, I have ventured to offer these suggestions and I shall look forward to having your reactions. Since the AIR is spending a considerable sum of money over educational programmes you will appreciate our anxiety to see that the expenditure is justified by the extent and manner of listening in educational institutions. The Chief Producer of Educational Programmes, Shri C.L. Kappor will continue to be in touch with you and will also be writing to you from time to time.

Thanking you,

Yours Sincerely,

J.C. Mathur

To

All States Directors of Public Instruction &
Directors of Education.

This circular is a kind of directive, issued by the Director General of AIR to all the schools and AIR stations. It contains a lot of valuable and practical suggestions. If they are put into practice they will definitely lead to the desired results. It is a matter of satisfaction that much attention was paid towards it by the education authorities of the states. This is the reason why Mr. J.C. Mathur felt encouraged with the aim of expressing his gratitude towards them and giving more useful council concerning the effective utilization of school broadcasts. His beautifully worded letter written on the 17th Feb, 1958 goes as under :-

(2) Government of India,
Directorate General, All India Radio

No.3(14)/58 P-3

Dated New Delhi, Feb. 17, 1958

Dear

You would recall that at the closing session of the meeting of the Central Advisory Board of Education on February 7, 1958, I had the privilege of -

(2) Ibid. Pages 113, Paras 1,2,3,114 & 1,2,3,115
and Paras 1,2

speaking to the members about (a) the need of ensuring better and organized listening of school broadcasts and (b) action to be taken for watching and improving the standards of training and education in music."

(2) Encouraged by the attention which the members of the Board were pleased to give to my observations. I venture to write to you now in the hope that the suggestions that I am giving below again, would be acceptable to you and that you would be good enough to apprise me of any steps that you propose to take in the matter.

(3) Better utilization of school broadcasts ----

On this subject I had proposed that the follow up steps might be taken by the state Governments.

(1) The State Governments may in a circular letter impress upon Head master's of Secondary School that if they have a radio set for the school listening to the school broadcasts of AIR should be treated as one of the principal activities and should not be assigned to the recess or after the school hours. The school schedule should be so arranged that every class may get an opportunity for organized listening to the school broadcasts once a week.

The staggering of the school broadcasts for the Middle and High School classes so as to ensure weekly listening can be arranged in consultation with the local station Director of All India Radio. In some regions, listening, twice a week may be more practicable. For organized listening, certain rooms will need to be provided with loudspeakers and embarked for listening classes by rotation. Also one of the teachers will need to be put in charge of supervision of organized listening and the subject teacher could be asked to attend to the discussions that may follow the broadcasts. Schools could also encourage formation of Radio clubs and the affiliation of the Radio clubs to the nearest Radio Station.

(ii) " Considering the potentiality of the radio as a medium of education, you may like to suggest to your universities or Boards, about the introduction of 'use of the radio as a medium of education' as a subject for study in the Training Colleges.

The Punjab University has already taken a lead in the matter and some other universities are thinking of doing so. At the same time, refresher -

course for selected teachers from schools could also be arranged in cooperation with the Local Station - Director of All India Radio and the Staff of Training School of All India Radio.

(iii) Every station of AIR which broadcasts school programmes has in its possession a large number of scripts of useful educational material, tales, biographical sketches, plays, songs, etc; on various subjects that would interest the child and the school. You may like to consider if a joint publication of some of this material could be possible between AIR and your Publication Department. We could work out the details if the idea is acceptable to you.

(4) Improving and watching the standards of Education and Training in Music ----- on this subject I had offered the following suggestions :-

(i) " There are several institutions in practically all states which provide training in music. Apart from some well known institutions in the country, the others are bodies without adequate supervision and control over standards. Some of these institutions are suspected to impart a very perfunctory kind of training and are in a sense misleading their pupils.

It may be considered if the state Governments might not appoint Inspectors of Music Education who could visit these institutions and lay down certain standards and requirements.

(ii) Examinations in music are conducted not only by properly authorised Music Universities and Colleges but also a large number of self styled Parishads and Academics over the activities of which there is no control. Cases of bogus diplomas having being awarded, have also come to our notice. Perhaps the State Govts. may like to set up separate Boards of Music Examinations or may call upon existing supervision of examinations in music."

" The suggestions regarding training and education in music, I wish to add one more. In AIR we have found an increasing tendency on the part of young artists not to give sufficient attention to classical music. Even in the United States where film music is extremely popular among young people, taste in classical music is promoted by educational institutions through concerts as well as paly bac^d of high class recordings. If such a taste can be cultivated -

at an impressionable age, the subsequent influence of cheap music is somewhat neutralized. For the sake of preserving the rich tradition of our music, it seems necessary for us to take steps for promoting taste for good music among young people. We would be glad to broadcast special programmes of music for school students if we could be assured that organized listening would be arranged in schools and colleges."

(5) " I wish to apologise to you for inflicting on you this long letter, but I have no doubt that you would seriously consider these suggestions and favour me with a reply at your earliest convenience. I am asking the local station Director of All India Radio to keep in touch with you over this matter.

Yours Sincerely,

J.C. Mathur
Director General

G.M.G.I.P.N.D. -LSI-100 M of Edu. - 18.8.61 - 2500.

This letter of Mr. J.C. Mathur also puts forward many recommendations concerning the utilization of school broadcasts by the institution and they deserve full and immediate attention both by the education as well as broadcasting authorities.

It says that State Governments must impress upon the Headmasters and Principals the utility and desirability of schools broadcasts in enlivening and enriching the class room teaching. Apart from this efforts should be made to cultivate a taste for good music among the young boys and girls of the schools. It is true that the suggestions contained in the letter are not binding on either State Governments or institutions. But they are really very useful guide lines.

Mr. C.L. Kapoor the Ex-Chief Producer of Educational Programmes, in his book entitled Radio In School Education has suggested the establishment of Consultative Panels For School Broadcasts For Stations of AIR having a school broadcasting service. He says :-

(3) " Rules For The Constitution of Consultative Panels For School Broadcasts For Stations of All India Radio, Having A School Broadcasting Service Composition.

(3) Radio In School Education By Mr. C.L.Kapoor published in 1961 Pages 108 & 109.

(1) The panel will be composed of not more than ten non official members who will be nominated by the Minister for Information and Broadcasting, Government of India.

(2) Members will be nominated by names for a period of two years but will be eligible for re-nomination. The Minister may remove from office any member of the committee before the expiration of his term of office on the recommendation of or after consultation with the committee or if the Minister is satisfied that his conduct is incompatible with his position as a member.

(3) A member shall automatically cease to be a member of the committee if he/she fails to attend two consecutive meetings unless there be good and sufficient reasons for his/her absence.

(4) The Government of the State in which a station is situated or of a neighbouring state served by the station may be invited by the Govt. of India to nominate an officer to attend meetings and take part in discussions. Such invitees will, however, not be deemed to be members of the committee.

(5) The station Director will be the Chairman of the committee and will preside over meetings. The next senior Programme Officer will act as secretary. At stations where there is no station Director Officer in-charge of the station will preside.

(6) Meetings-

The committee will meet at least twice a year.

(7) The date of the meeting will be intimated to members at least fourteen days in advance.

(8) The agenda for such meeting together with a note indicating the action taken on points arising out of the previous meeting will be prepared by the officer in charge of the station and sent to members at least a week in advance of meeting.

(9) Minutes of meetings will be prepared by the officer in-charge of the station and circulated to members after approval by the Director General All India Radio.

(10) The function of the Panel will be -

(a) to advise the station Director on programme schedules of school broadcasts of the station;

(b) to keep the station Director in touch with school broadcasts, listener's reactions and public opinion generally.

(c) to listen in to school broadcasts and offer suggestions in regard to their content, language and presentation.

(d) to advise the station Director on such matters as may be referred to them for advice.

11. Questions relating to individual members of the Staff or individual artists or other matters of a personal or purely administrative nature will not be discussed.

12. For attending meetings of the committee non-official members will be entitled to travelling and daily allowance.

13. Each member and official invitee will be given a free copy of the School Broadcasts Pamphlets and charts published by the Station concerned."

Besides consultative Panels Mr. C.L. Kapoor has also proposed the formation of School Broadcasts Listener's League which will be of much help in organizing the school broadcasts for educational institutions. He suggests as follows :-

(4) " SCHOOLS BROADCASTS LISTENERS LEAGUE.
CONSTITUTION AND FUNCTIONS.

1. Every station having a school Broadcasting Service may form a school Broadcasts Listener's League.

Members :-

2. The membership of the League will be open to listening schools on payment of an annual fee of Rs. 10/-. Every member school will form a member of Radio Clubs of its pupils. The number of clubs will depend upon internal facilities in the schools, but normally a club may be of the size of one class and thus there may be several clubs in a listening school giving each group a field for organized listening and learning.

3. The Station Director of the station concerned will be the ex-officio Chairman of the League.

4. The senior officer in-charge of school broadcasting service at the station will be ex-officio Secretary.

(4) Ibid. Page 106 & 107

5. The day to day administration of the league will be the responsibility of the Station Director.

6. The League will have an Executive Committee consisting of the following :-

(a) Station Director (Ex-officio Chairman).

(b) One nominee of the Director of Public Instruction or the Director of Education of the State served by the Station.

(c) In consultation with the Director of Education or the Director of Public Instruction of the State the station Director will select five nominees of listening schools.

7. If the number of institutional members exceeds two hundred there will be proportionate increase in ~~xxx~~ representation of listening schools at the rate of one for every additional fifty.

FUNCTIONS :-

1. ~~xxxxx~~

The League will establish close liaison with listening schools and through them with Radio Clubs and will invite suggestions, regarding the thought content and form of presentation of programmes.

Evaluation report blanks will be sent to members to obtain their comments and suggestions.

2. The League will produce folders, pamphlets picture cards, film strips and other visual aids and distribute them free or sell them at concessional rates to member. It will also make recordings of outstanding programmes for loan to schools which have arrangements for play back.

3. Members will be entitled to the use of literature available in station Library on the planning production and utilization of broadcasts.

4. The League will open an account with the State Bank of India or with any scheduled bank and the ex-officio secretary will act as treasurer.

5. The account will be operated by the Station Director.

6. The working of accounts of the League will be inspected by the Deputy Director General, Inspection who will submit report to D.G. AIR on the working and finances of the League. The Director of Public Instruction of the State will be kept in touch with the working of the League.

7. ASSOCIATE MEMBERS :-

Teachers, parents, educationists and educational administrators interested in school broadcasts may on payment of annual fee of Rs. 2/- become associate members of the League. Associate members will be entitled to receive unpriced publications of the League and will also give their comments on programmes and suggestions and advice for their improvement.

--

AIR Lucknow through its letter No. Broadcasts/269-360/77-78 dated 5.8.1977 informed the Director of Education U.P. that it has started broadcasting school programmes at 12-10 to 12-30 from 18th of July 1977. In the light of that letter Director of Education U.P. referring to Station Director's letter No. V-120-5-52/77 dated 1.7.1977 issued instructions to all the District Inspectors of schools to see that the schools under their control make suitable arrangement for listening to the school broadcasts by the students.

The above mentioned are some of the circulars, rules and directives issued from time to time by D.G. AIR and Director of Education U.P. In other ~~States~~ States also such as Madras, Bengal, Maharashtra, Punjab and Andhra Pradesh. Circulars and guide lines

have been issued. But there is no proper legislation or full fledged act regarding school broadcasts up till now.

C H A P T E R --- IV



MANAGEMENT AND BUDGET

ADMINISTRATIVE STRUCTURE

PERSONNEL

FINANCES.

MANAGEMENT AND BUDGET

There is absolutely no doubt that quick and proper solution of problems of management and administration will go a long way in enhancing the effectiveness and efficiency of school broadcasting services. For this there must be a close contact, harmonious relationship and willing cooperation among the involved teachers, educators and broadcasters Mr. Roger Clause rightly says :-

(1) " Broadcasting has its own rules and its own techniques . It would be wrong and dangerous to assume that any Tom Dick or Harry could use broadcasting for educational purposes without methodical systematic training. It can be said with truth that the preparation, scripting and production of educational broadcasts are the sphere not of educators but of radio experts and broadcasters.

(1) Education By Radio (School Broadcasting, Printed in France By M. Blondiu in 1949) Page 23 and Para 2.

He aptly adds :-

(2) " However, what is true of the planning, scripting and producing of educational broadcasts, is untrue as regards the choice, scope and relative importance of educational subjects, and the raising of educational standards. Here the broadcaster must give place to the educator, whose special competence, born of his training and practical experience, ~~born of his training and practical experience~~, makes him the obvious person for so highly specialised a task. The syllabus (its contents and progressive stages) is governed by the rules of teaching and scholastic methods, it is a technical task requiring specialised knowledge, aptitudes, institution and perceptions. Here the perfect mastery of the art of broadcasting would be of no avail. What is wanted is a wide and detailed knowledge of the theory and practice of teaching. Drawing up the syllabus calls for the science and art of educator.

(2) Ibid. Page 23 & 24.

In five it may be said that the courses of study should be determined by the teachers and the broadcasts be prepared by experienced radio experts.

(a) ADMINISTRATIVE STRUCTURE

Administrative structure of school broadcasting differs from country to country. In Australia the ABC's service is under the supervision and control of a commission. It has a Head office with a General Manager who also works as a Chief Executive Officer. There are six State Branches and each branch is under a State Manager. The normal working of these branches is under the direct control of the Head Office which issues necessary directives and guide lines from time to time.

ABC has a separate department for school broadcasting. It is famous by the name of Youth Education Department. Its main task is to organise the school broadcasting service in an effective and useful manner. The Chairman of this department is Federal Director of Youth Education. He is directly responsible to ABC Controller of programmes. In almost every State Branch there is a supervisor of Youth Education. He is accountable to his State Manager -

through the State Director of Programmes for the administrative control of his section and general programme standards.

Majority of the school broadcasting production officers are attached to State Branches. It is because the major portion of school broadcasts are produced and put out by each state to fit in needs of the local courses of study determined by the Education Departments. Certain subjects such as, health care and current events are broadcast on national relay to all States.

The following chart of Administrative Organization of School broadcasts in Australia brings a clear picture to our minds eye.

Commission

General Manager.

Controller of Programmes --- Controller of Administrative Federal

State Manager

Director of Youth Education -- State Programme

Federal

Director State Youth
Education Supervisor.

In Belgium school broadcasting service is administered by the Directorate of the Spoken Word. There is a Director under whose guidance and supervision the school broadcasts are put out for institutions of all levels at their scheduled times. For all practical purposes Director is assisted by a Chief producer. There are three sections :- (A) for pupils from 8 to 12 years of age, (B) for 12 to 15 and (C) for young people from 15 to 18. There is a regular and effective system of school broadcasts in the country.

CBC has also a separate and full fledged Education (School Broadcast) Department. It is run by a Director, who is accountable to the National Advisory Council on School broadcasting.

In U.K. there are two separate sections of school broadcasting :-

- (a) School Broadcasting Department of the Talks Division.
- (b) The School Broadcasting Council.

The secretary is the Council's Chief Executive officer. He has two main assistants who supervise both professional and administrative aspects of the school broadcasts.

In U.S.A. school broadcasting service is controlled by the Chief Producer. He is assisted by technical officers and education supervisors. His main task is to see that school broadcasts are put out regularly and they are according to the need, ability and aptitude of the students designed for.

In our own country AIR from its very start has been a department of the Government. The Minister is responsible to the Cabinet and accountable to Parliament for the entire broadcasting activity. Short notice debates and discussions take place in both the houses of Parliament when the estimates of the Ministry are presented before them for approval. There is also an Informal Consultative Committee of Parliament. It consists of members taken from both the houses. It is presided over by the Minister himself.

The Director General of AIR is appointed by the Government after consulting the Union Public Service Commission. He is responsible to the Ministry for the working of AIR. It is customary to appoint an officer of the programme cadre of AIR to be the Director General.

The pay of the Director General is the same as that of a Joint Secretary. But the former is not equal in Status to the latter because he is not vested with any powers of the Government.

As regards the appointments and functions of Chief Engineer, Deputy Director General and Station Directors of AIR, the Report of the Committee on Broadcasting and Information Media(1966) says under :-

(1) " The Director General is supported by a Chief Engineer ranking next only to him and three Deputy Directors General, one each for programmes, Inspection and Administration."

The Chief Engineer is also selected in consultation with the UPSC. He is assisted by an Additional Chief Engineer, four Deputy Chief Engineers and other technical officers and exercises control over the entire technical establishments of AIR. One Deputy Chief Engineer looks after the planning and development of broadcasting services, another is responsible for maintenance, the third is responsible for the studios and their maintenance, and the fourth looks after major projects, community listening, and other ancillary matters. On all technical matters the

Heds of Engineering Units, including those at the stations receive instructions from the Chief Engineer, but they are under the administrative control of the Heads of the stations to which they are attached.

" The Deputy Director General (programmes) is in charge of the preparation of programme schedules, coordination and supervision of the programme policy and standards and recruitment and utilization of staff artists, their emoluments etc. He is assisted by eight Directors in the rank of Station Directors, nine Chief Producers, two Deputy Chief Producers and other staff."

" The Deputy Director General (Inspection) is responsible for conducting periodical inspections of AIR's offices and stations, maintaining AIR Manuals and supervising the works of the staff training school which has a Director and instructors to provide training. The Inspection Unit has an Assistant Station Director, an Assistant Station Engineer and three Inspectors of Accounts."

(1) Radio and Television, Report of the Committee on B. and I. Media(1966) Pages 171,172 Paragraph No. 631,32,33,34,35,36.

" The Deputy Director General (Administration) assisted by four Deputy Directors, has over all responsibility for all matters. Concerning the establishment, including recruitment, transfers, confirmations, grant of pension, etc. He functions also as the vigilance officer and exercises control over appropriations."

" The Station Directors of AIR administer the various stations on behalf of the Director General. Similarly there are Directors in-charge of units such as the staff training school, the Television service, the transcription and Programme Exchange service, the External Services and the News Services. They are assisted by Station Engineers/Assistant Station Engineers, Assistant Station Directors and Producers or Assistant Producers ----."

It gives us a clear picture of the fact that the administrative structure of broadcasting in India is purely bureaucratic, stereotyped and mechanical. Government has appointed two Central Advisory Committees.

The first is known as The Central Programme Advisory Committee (CPAC) and the other one is called the Music Audition Board (MAB) The CPAC is a general body. It deals with programme matters. It has 25 members appointed by the Ministry of Information and Broadcasting. It meets at least once a year. The MAB consists of 20 to 25 members. They are taken from among connoisseurs, musicologists and musicians representing the Hindustani and Karnatak Schools of Music. It also holds its meetings annually with the view to discuss technical question concerning music.

There are committees for each station also.

The Programme Advisory Committee (PAC) of each stations has 10 members. They are appointed by Director General in consultation with the provincial Government and with the approval of the Ministry of Information and Broadcasting. These committees meet two times a year. Apart from them, there are other committees to advise each station on rural broadcasting industrial broadcasts and tribal programmes over and above. Any way the administrative structure of AIR leaves much more to desire. The recent recommendations made by the Verghese committees if implemented properly will go a long way -

in making the administrative structure of the broadcasting better and more realistic.

(b) PERSONNEL :-

Mr. Roger Clause says :-

(1) " The recruiting of qualified staff for a task requiring the technique of broadcasting and whose aim is educational is one of the most difficult problems facing the school broadcasting organization.

It is quite true. First of all the educators lay down the aims and objectives of education. Then the broadcasting organization comes forward to give them practical shapes through effective radio lessons. For this personnels with experience initiative and flair are needed. They must be in possession of the sufficient knowledge of all branches of microphone work, news broadcasts, commentaries, literary and dramatic features.

Mr. Roger Clause rightly puts it :-

(1) Press, Film And Radio In The World Today. Series of Studies published by UNESCO. Education By Radio (School Broadcasting) published in 1949 Printed By M. Blondiu) Page 26

(2) " The school broadcast specialist is, by turns, journalist or reporter when dealing with current affairs, lecturer or historian when treating with scientific, literary or artistic questions, dramatist when he writes a broadcast sketch, producer and performer in studio. He can not afford to overlook any form of broadcast expression for school broadcasting employs all resources of radio."

Thus it is quite obvious that love for education, psychological understanding of children broadcasting talent, wide knowledge of teaching technique and methodology are some of the vital virtues of school broadcasting specialist. He must be a man of culture and possess a high degree of spiritual loftiness, intellectual suppleness mental clarity as well as alacrity.

The officers of regular Australian Broadcasting commission are directly responsible for organizing and producing school broadcasts service. Scripts are prepared by experienced writers but they are put out only when the ABC Youth Education Officers put their seal of approval on them.

The programmes are broadcast by speakers and artists who are specially employed for these programmes.

The Chart is as under :-

Federal Office :- Director, Assistant Director, Producer
Script Editor.

State Office :- Supervisor in every state, Assistant
supervisor N.S.W. and Victoria only.

Presentation Assistants

Clerical staff is recruited from educational organizations on the basis of experience and merit.

As far as the Belgium National Broadcasting Institute is concerned the method of recruitment of artists is different. Here school broadcasting staff is generally selected from among permanent members of the broadcasting staff in general. That is to say that first of all they are engaged in broadcasting in general and there after gaining experience they specialise themselves for school broadcasting service.

The school broadcasting staff comprises ~~three~~ three members, two script writers and one producer. They are permanent staff and are very frequently helped by temporary collaborators, educators, teachers, actors singers and music Directors.

The main work of the script writer is to prepare the three weekly broadcasts to schools. The producer reads them between the lines and if he finds them upto the mark he approves them to be put out. Substandard scripts are outright rejected. The script writers not only prepare the broadcasts but they also speak over the air.

The number of personnel employed in Canadian Broadcasting Corporation education Department is a large one. It has a supervisor, an assistant supervisor, a script writer, one full time producer, several assistants, two secretaries, stenographers and two field Representatives over and above.

The Provincial Departments of Education consists of 10 officials. Some are concerned entirely with school broadcasts and the rest are vested with the broader fields of audio visual education.

CBC Education Department staff is recruited from the persons having high radio qualifications and practical experiences. But the radio staff of the Department of Education is selected from the teaching and administrative profession.

Members of the regular staff of CBC and Provincial Departments of Education seldom appear on the microphone. Almost all the school broadcasts are put out by the professional announcers, speakers, musicians, actors, teachers and thoughts. Scripts are prepared generally by expert professional writers and they are finally edited by the CBC Education Department before going on the air.

In U.K., U.S.A. and Chile the personnel employed in school broadcasting are not separate from those working in general radio. All of them are full time servants.

In our own country almost every radio station of AIR has a number of Programme Officers. They are permanent members of the service. There is a Chief - Producer attached to the school broadcasting section. All of them are under the station Director. These officers are assisted by many writers, actors, musicians and producers who work on contract basis.

Personnels engaged in school broadcasting may be divided into two categories :-

(1) The programme officers who are members of the service and are transferable from one programme section to another.

(2) The persons who are employed on contract basis are known as Staff Artists. They are either full time or part time workers. They may be regarded as separate from the general radio personnel. For example we may take a few AIR Stations and see how many personnels are engaged for school broadcasts :-

DELHI

Chief Producer (EB)	1 Permanent
Producer (EB)	1 Permanent
Programme Assistant	1 Permanent
Programme Secretary	1 Permanent
Contract Staff	2 Permanent

They are neither recruited from educational organizations nor from any broadcasting organization because AIR is the only broadcasting organization in India. They are selected through interview on the basis of merit.

BOMBAY

Chief Producer (EB)	1
Producer (EB)	1
Programme Assistant	
Programme Secretary	2 (1 full time)
Contract Staff	1 Part time.

Programme Assistant is generally an ex-teacher of repute Staff Artist is an educationist with an experience of more than two decades in recognised schools and colleges of the Bombay Province.

CALCUTTA

Producer (EB)	1		Every one is permanent
Programme Assistant	1		
Programme Secretary	1		

They are not necessarily taken from educational institutions. They may come from any walk of life provided they have requisite qualification, ability and aptitude.

MADRAS

Producer (EB)	1 Permanent
Programme Assistants	3 Permanent
Programme Secretaries	2 Permanent
Contract Staff	4 to 6 Part time

TIRUCHIRAPALLI

Producer (EB)	1 Permanent
Programme Assistant	1 Permanent
Programme Secretary	1 Permanent
Contract Staff	2

As a rule, permanent members of the educational broadcasts, do not put out the programmes on the air. Scripts are prepared both by experienced teachers and the members of the staff who are employed for the purpose of presenting them. Mr. C.L. Kapoor says :-

(3) " The more advanced radio organizations have permanent staff for scripting broadcasts to schools, though, even they have often to have programmes scripted

(3) Radio In School Education By C.L. Kapoor
Published in 1961 by the General Manager
Govt. of India, Page 21 & Para 2

by journalists and specialists and professional writers. At present, All India Radio depends very largely on the practising teachers. They are given contracts, on payment of a small fee, to write out the script. This necessitates very detailed briefing by the Producer. The results, however, are not always what they should be. The School teacher very often fails to appreciate the limitations and peculiarities of the medium. He is inclined to pack too much information into the broadcast. His performance at the mice, too, is frequently not of a very high standard. AIR Stations are endeavouring to build up panels of broadcasts and script writers. A short course for broadcasts and script writers was held in Bombay in December 1957 under the direction of Mr. J.R. Reed, Assistant Head of School Broadcasting, BBC. A workshop for radio writers was held in Delhi in May 1959 and another in Mount Abu in June 1960. It led to the discovery of writing talent. AIR also employs, on short contract, script writers, who are gaining experience and are developing insight into broadcasting techniques.

Therefore it is clear that AIR does not have a separate and adequate number of personnels for school broadcasts. The authorities concerned are fully aware of this draw bac^{..}. But they are helpless because there is so much bureaucratic control that immediate and timely change for the better is not possible. Let us hope that our present Government would leave no stone unturned in providing the requisite number of highly qualified, trained and experienced personnels for school broadcasts at every station of Air in the Country.

(c) FINANCES :-

The problem of finance in school broadcasting can never be over emphasised. It is of paramount importance. It is rather the pivot on which the entire system of school broadcast rotates. We all know that school broadcasting can be done economically or lavishly. It all depends on the value a community or society attaches to education and specially to school broadcasting.

Revenues may flow in from different quarters such as Government, national federal, state country or city, commercial or purely private sources. In United States of America such cities as New York, Chicago, San Francisco, Cleveland, etc have set apart a handsome amount by their various Boards of Education.

Generally the commercial radio stations work in close collaboration with the local school systems. They plan out a number of broadcasts for the schools of the community without expecting any payment for them.

These agencies arrange for schools receiving sets which are free from tax and licence fees. Students may also collect donations from philanthropic individuals and institutions for the purchase of listening equipments.

In Australia the entire expenditure of school broadcast is met by A.B.C. There is no separate allocation of funds for all youth broadcasts for programme purpose. The total programme budget is fairly allotted for each state, national relay and school councils etc. About 7-05 percent of the total budget is set apart for youth education. The result is that ~~that~~ there is no financial stringency in the matter of regular and wide spread school broadcasts for the country.

In Belgium also school broadcasts receive financial help only by the Belgian National Broadcasting Service. But there is no fixed allocation of budget for it. It varies according to the exigency and demand. Every case is taken to see that school broadcasts do not suffer financial paucity.

In Canada the expenses of school broadcast are born jointly by CBC and Provincial Department of Education. The cost of National School broadcast is also borne by CBC. As regards ~~provincial~~ provincial school broadcasts CBC provides free time on the air. It meets the expenditure incurred on all the net work lines and at the same time provides free studio and production facilities. Department of Education also does not lag behind in sharing the financial burden of CBC. It bears the cost of script writing, acting and music talent engaged in educational programmes.

In United Kingdom BBC alone bears the entire financial brunt both of school broadcasts and school broadcasting councils. It is accountable only to British Parliament through its annual report.

As far as Poland is concerned school broadcast gets monetary assistance by various organizations such as the Polskie Radio, Ministry of Education and the National Committee for Development of Broadcasting. Therefore school broadcasts in this country are regular, efficient and in full ^{time} with the academic and vocational needs of the institutions.

In our own country it is the AIR that finances the school broadcasts. There is no separate allocation of funds for it. The total expenditure of school broadcasts may be divided as under :-

- (a) Expenditure on spoken word programmes.
- (b) Royalties given to the Writers of scripts
- (c) Salaries of contact staff barring those engaged on school broadcasts.
- (d) Expenses made on drama and music forming a complementary part of school programmes.
- (e) Cost of printing of school broadcast programmes for being distributed among the schools.

(f) Salaries paid to the permanent staff of school broadcasts. The expenses incurred on items a to ^d are paid out of the total programme budget of each station. As the outset of every financial year the station Director sets apart funds for a, b and c out of the total programme budget of the AIR. Report of the Committee on B and I Media says :-

(1) " Like all other departments of Government, the entire expenditure of AIR is met by appropriations made by Parliament. In theory the licence fee on receivers is levied to sustain the broadcasting service. But in practice, revenue derived from licence fees, after deducting collection charges is credited to the consolidated Fund and both the capital and revenue budgets of AIR are debated and voted upon annually by Parliament. There is thus no direct link between licence fees collected and amounts appropriated. In ^{the} ~~may~~ ^{cases} ~~counters~~ the entire collection of fees reduced by the cost of collection is placed at the disposal of the broadcasting organization either directly or through a vote of Parliament without a detailed control over its activities.

The table below gives for the last four years the grants both capital and recurring, made to AIR and the expenditure incurred against these allocations and the amounts collected as licence fees :-

S.No.	Capital grant as Sanctioned	1962-63 Rs.	1963-64 Rs.	1964-65 Rs.	1965-66 Rs.
1.	Capital grant as Sanctioned	2,57,48,400 voted	2,96,47,700 voted	2107300 voted	19010000 voted plus 1000 (as'ed for)
		1,300 (Charged)	3,12,000 (Charged)	185000 (Charged)	10000 Charged Plus 46,000 (as'ed for)
2.	Capital Expenditure	24057392 voted	29551425 voted	21027219 voted	6059286 voted up to Jan.66
		1324 (Charged)	311586 (Charged)	178553 (Charged)	55689 Charged up to Jan.66
3.	Recurring grant Sanctioned.	57053000	56168000	59106000	67448000
4.	Recurring Expenditure.	55873189	55952602	60152891	54086500 upto Jan. 1966
5.	Gross Licence Revenue	48977000	62783000	75211717	87100000 (Estimated)
6.	Net Licence Revenue	41832000	54557000	66596000	76500000 (Estimated)

The committee does not agree to the proposal of some people that licence fees should not be charged from the users. It rather suggests that Posts and Telegraphs Department must see that its antipiracy section which is vested with the responsibility of detecting the unlicensed sets and punishing the offenders, discharges its duty with utmost sincerity.

Besides this the cost of collection of licence fees, which is at present 14 percent, must be reduced to seven or eight percent. The Committee further suggests :-

(2) " We have suggested earlier that the Ministry of External Affairs should meet the entire cost of the external services. It is a specific service rendered and so cost should be borne by its sponsors. This would again give financial relief. It would also give the Ministry of External Affairs effective control over this service. The time given the type of people employed the languages and the material used would all come under its purview and the present dichotomy would disappear."

The committee further says that AIR may improve its financial position by accepting the advertisement in programmes. This is really a very positive suggestion and must be adopted.

The working group headed by Mr. Verghese has put forward the suggestion that finances of AIR may be bettered by raising licence fees on the radio sets from Rs. 15/- to Rs. 25/-. It adds that NBT should be authorised to grant broadcast franchise whether for radio or television to approved educational institutions. This will be an additional source of income for AIR. Thus we see that by following the above suggestions our broadcasting organization may become financially strong and independent.

C H A P T E R -- V



EDUCATIONAL ASPECTS OF SCHOOL BROADCASTS
TEACHING METHODS AND SUBJECTS
COOPERATION OF RADIO AND THE SCHOOLS
SUITABLE AGES
SCHOOL BROADCASTING STATISTICS
PUBLICATIONS CONCERNING SCHOOL BROADCASTS.
MISCELLANEOUS EDUCATIONAL PROBLEMS.
SYSTEMATIC ENQUIRIES ON SCHOOL BROADCASTS.

EDUCATIONAL ASPECTS OF SCHOOL BROADCASTS

There are many and pressing educational problems that deserve our immediate attention. They are as under :-

1. What is the role of radio in education ?
2. What ^{are the} ~~is the~~ general and particular methodology to be adopted ?
3. What are the subjects which can be taught best through radio ?
4. How far can radio supplement and enrich class room teaching ?

Mr. Roger Clause rightly adds :-

(1) " There are of course, other problems, technical and educational, eg the planning of time tables, the optimum length of broadcasts, the age group most benefited by school broadcasts etc. These, however, are not questions of principle and their solution is largely governed by local circumstances by special considerations and by acquired habits."

(1) Education By Radio (School Broadcast) Printed in France by M. Blondiu in 1949, Chapter 11 & Page 29.

There is absolutely no doubt that the above mentioned educational problems are of vital importance and they must be tackled very carefully, intelligently and sincerely. It is accepted by all that school broadcasts are merely supplementary instructions. They make the class room teaching more effective, lively and interesting. There is no apprehension of any kind that radio will ever be able to replace teachers because it can only give passive education with the help of spoken words. There is no room for personal effects or facial expressions which have a very significant role to play in the process of education.

Mr. Roger clause says :-

(2) " Personality has its roots in character, intellectual qualities and mental and physical attitudes and gives the teacher a degree of authority and prestige which has a catalytic effect on the minds of the children."

(2) Ibid. Page 30

But apposite to this school broadcasting does not have any personality at all. It is true that radio speaks with confidence but it speaks into the space and is incapable of adapting itself to the psychological reactions of the children at all. School broadcasts are a sort of collective teaching. Its coverage is much wider than the class rooms. But ~~it~~^{it} does not follow the modern teaching technique that is education should be made as individual as possible. In the words of Roger :-

(3) " Because school broadcasting is depersonalized teaching not directed towards individuals, it can be more than an auxiliary method which gives the best results when applied by the actual teacher. It is the teacher who gives each broadcast a personality and adapts it to the individual in his class; it is he who steers it into the main current of contemporary teaching and secures from it the greatest educational yield. Without him there would be great risk of school broadcasts losing all purpose; they would be at best no more than a period of relaxation, perhaps a source of boredom, if indeed not a disorder."

Radio is a new and useful form of expression. Therefore the laws of creative radio art, its procedures and even the tricks of trade should be duly esteemed. The dominant factors of school broadcast are the syllabus a certain standard of knowledge and some educational insight over and above. Teachers are expected to prepare balanced and forward looking syllabus making full use of their flair and educational insight. They must establish cordial close and informal relations with the radio specialists otherwise the desired objective will remain a thing of dreamlands. Subjects should be interesting, easily understandable and informative so that the students may listen to the broadcasts regularly and with loving interest.

Mr. Roger Clause says :-

(4) " To awake and maintain the attention a broadcast -

(a) must conform to a number of requirements; attractive or existing subjects easy form, clear simple style, maintenance of pace, variety, natural tone clear diction, intelligent use of the various media of radio expression, limited duration."

(4) Ibid. Pages 34 Rule 5 (a,b,c)

(b) It is accordingly important that teachers should regard inattention as the chief scourge of school broadcasts and devote particular attention to instilling by all means in their power strict listening discipline.

(c) " For this purpose the following expedients have proved themselves in practice : class room 'build up' for the broadcast to create a 'state of grace' utilization if possible of a quiet room reserved for listening in the furniture and arrangement of the room to be designed to facilitate listening (quiet decoration, loudspeaker at a suitable height and clearly visible, chairs arranged in a semi circle) a place for the teacher beside the loudspeaker and facing the class, to keep the latter under his eye, if possible the subject and selection of the broadcast to be written on the black board behind the loudspeaker, avoidance of all interruptions -- particularly spoken ones -- during the transmission, insistence either during or after the broadcast on the succinctness of the subject.

In Australia students are approached through the well known techniques of broadcasting called dramatization, plays, straight talks and group discussions etc. School broadcasts are prepared with the definite aim of supplementing the works of the teachers in the class rooms by giving motivation, delight and every day, experiences. These broadcasts are neither lessons in themselves nor they are intended to replace the class room lessons.

Radio is a very powerful medium for popularising music (including folk songs, dances, eurythmics appreciations literature (including plays, history specially when dramatized, including social studies and for talks providing health care and for foreign languages.

The subjects which are regularly covered by ABC school broadcasts are Literature, Music, Health care, National and World History, Geography, Vocational and Civic Guidance, Current Affairs, French, K.G. Nature study and Infant Lessons.

Educational talks are effective only when the talker is a dominant radio personality. He can easily arrest the attention of his audience through the value and interest of the subject. Different types of dramatization ranging from simple dialogues to plays are more beneficial for pupils who are in the age groups of 10 to 14. years. But the condition is that the scripts are beautifully written by experienced teachers and tastefully produced by radio experts. Participation is also a very important method of school broadcasts. In it pupils are invited to take part in the educational activities of the radio station so that they may have the pleasure and privilege of participating in the radio programmes themselves. They may sing, talk and express themselves both individually as well as collectively.

For pupils between the age of 10 to 14 years the most suitable length of time is 15 minutes for purpose of talks and for participants the time is increased that is 20 to 30 minutes. It is always to be borne in mind that the times do not conflict with the main factors in the school organization such as average opening and closing times lunch times and to a less extent times devoted to significant school -

activities and programmes. The following charts throw sufficient light on the topics and timings of school broadcasts in Australia.

SAMPLE BROADCASTS SCHEDULE 1949
MORNING

Time of Session	Monday	Tuesday	Wednesday	Thursday	Friday
11-00-11-10	Correspond School	-	Correspond School	-	Correspond School
11-25-11.40	The World of work (Secondary)	Science & You (Secondary)	Listening time. Infant School	Eng. (Term-I Foreign Lang. Term 3rd and 5th year.	Realms of Gold Secondary
11.45-12.00	Health & Hygiene Primary	Eng. Treasure House Classes V & VI	The world we live in. classes V & VI	Tales of Money lands classes III & IV	Living together classes V & VI
2.05-2.45	-	-	Afternoon	-	Music through Movement Infant & Primary
2.25-2.45	Let's Listen to Music (Primary) or Let's read a tune (Primary)	-	-	-	-
2.30-3.00	-	Music through song Primary	-	French for schools Secondary	-
2.45-3.00	Adventures in Boo'-land classes III and IV	-	Keep your eyes open (Primary) or You can join in (Primary)	-	-

CHART - II

SECONDARY RADIO - TERM 2 1976

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11.00	Media	Senior History	English Magazine/The writer speaks	Blic-pun't Deutschland/Italia Revista	Music '76
11.20	Three Ancient Culture	Senior English/Senior Politics	Music Matters	-	11.35-11.40 Programme Announcements
11.40	-	-	-	-	Nihon Sho-as Salut Les Copah s.
11.45	-	-	-	Our Human Society.	
12.00 2.25			Economic Review/ Papua New Guinea/ A History of Austn Architec- tur(rv)	-	Lessestunde
2.30				Story letter	
2.40	Ideas and				
2.45	Action		Newsround		

Chart-I Broadcasting to schools Report on the organization to school broadcasting services to various countries (UNESCO 1989 Part II (Typical School Broadcasting Systems))

Chart-II NSW Secondary Teacher's Notes Radio and TV Term Two Published By the (Australian Broadcasting Commission 1976 Printed in Australia by News Century Press Pvt. Ltd. Page 3(Boo-let))

Thus we see that the topics and timings of the above charts are very much in consonance with the age, ability and aptitude of the children. It will not be out of place if we take up and examine a few charts of school broadcasts in our own country. They are regularly broadcast by All India Radio for secondary schools in Delhi specially but other neighbouring schools may also benefit by these programmes.

आकाशवाणी दिल्ली

(रात्रीय - कार्यक्रम)

1972-73

दिनांक, कक्षा तथा विषय	समय	सत्र
सोमवार आर्यवी कक्षा के लिए सामान्य ज्ञान	प्रातः 10-15 से 10-35 तक और सायं 5-20 से 5-40 तक	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 तक और सायं 5-20 से 5-40 तक	अक्टूबर से फरवरी तक
मंगलवार कठी कक्षा के लिए अंग्रेजी	प्रातः 10-15 से 10-35 तक और सायं 5-20 से 5-40 तक	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 तक और सायं 5-20 से 5-40 तक	अक्टूबर से मार्च तक
बृहस्पतिवार कठी कक्षा के लिए संस्कृत	प्रातः 10-15 से 10-35 तक और सायं 5-20 से 5-40 तक	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 तक और सायं 5-20 से 5-40 तक	अक्टूबर से मार्च तक
शनिवार पातली कक्षा के लिए हिन्दी	प्रातः 10-15 से 10-35 तक सायं 5-20 से 5-40 तक	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 तक और सायं 5-20 से 5-40 तक	अक्टूबर से मार्च तक
गीटा - प्रातः 204-1 और 41-15 तथा अपरन्धकाल 370-4 और 11-15		
प्रबन्धक, भारत सरकार मुद्रणालय, लकीवालाट द्वारा मुद्रित ।		

(२)

आत्मशुद्धि दिल्ली
राष्ट्रीय कार्यक्रम
1973-74

वार कक्षा तथा विषय	समय	मंत्र
सोमवार आठवीं कक्षा के लिए साधारण ज्ञान	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से फरवरी तक
बृहस्पतिवार कक्षा 8 के लिए मसूदा	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40 तक	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
शनिवार आठवीं कक्षा के लिए हिन्दी	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
नोट - प्रातः 294-1 और 41-15 तथा सायंकाल - 370-4 और 41-15		

एकशताब्दी दिल्ली
राष्ट्रीय कार्यक्रम
1974-75

(3)

वार, कक्षा तथा विषय	समय	सत्र
गोमवार ठठी कक्षा के लिए हिन्दी	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
बुधवार पाठवी कक्षा के लिए सामाजिक ज्ञान	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
शुक्रवार काठती कक्षा के लिए सामाजिक ज्ञान	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
मीटर : प्रातः 294-1 और 41-15 तथा सायंकाल 370-4 और 41-15		

आकाशवाणी दिल्ली
राष्ट्रीय कार्यक्रम
1075-76

(4)

वार, कक्षा तथा विषय	समय	सत्र
गोमवार आठवीं कक्षा के लिए	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
सामाजिक ज्ञान	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
बुधवार आठवीं कक्षा के लिए	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
सामाजिक ज्ञान	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक
शुक्रवार छठी कक्षा के लिए	प्रातः 10-15 से 10-35 और सायं 5-20 से 5-40	जुलाई से सितम्बर तक
हिन्दी	प्रातः 10-35 से 10-55 और सायं 5-20 से 5-40	अक्टूबर से मार्च तक

पीटर - 370-4 और 41-15

प्रबन्धक, भारत सरकार, मुद्रणालय, फरीदाबाद द्वारा मुद्रित - 1975

(5) WEEK WISE SYLLABUS

CLASS -IX

(1976-77)

Summer Timings 10.15 A.M. to 10.35 A.M.

 5.20 P.M. to 5.40 P.M.

Winter Timings 10.35 A.M. to 10.55 A.M.

 5.20 P.M. to 5.40 P.M.

149 AIR 76 - 1500 - 20.7.1976 - G.I.P.F.

Printed By The Manager, Govt. of India Press Faridabad

1976

The above mentioned Charts of school broadcasts of All India Radio Delhi establish the fact that the work has been organized on right and scientific lines. Timings and topics are in full coordination with those of the schools it covers. But there is always room for improvement.

There is a dire need of very intimate cooperation between the personnels at the transmitting end and the teachers at the receiving end. It will generate a kind of listening discipline which is very necessary for the proper and maximum utilization of school broadcasts. Apart from this students should be encouraged to develop interest in gaining knowledge and experiences. AIR from its very inception made it a point to achieve this end. UNESCO Report of 1949 says :-

(5) " The class room method of lecturing to students and merely conveying verbal information is avoided. The aims are to enrich their personal experiences of persons, places and things and to convey information not ordinarily available from the teacher and as a part of the school curriculum, in a form easily acceptable to the pupils of their own level. To achieve the first the outside world is brought to school's well known personalities, writers experts in short men and women who are worth hearing for what they have to say recite from their works and speak to -

(5) Reports on the organization of School broadcasting Services in Various Countries UNESCO 1949
Part II (India) Page 95.

school children from personal experiences, feature, programme built up around the museum and 300, Indias great monuments and temples, national laboratories and factories etc from part of school broadcasting and to fulfil the second function, tal's and reviews on subjects of general interest and those with a social angle are arranged, current affairs, sports, civics and citizenship, health and hygiene etc. while straight tal's on a large variety of subjects form an important part of descriptions, discussions and debates, travelogues and stories, readings from classics are very largely used to make school broadcasts interesting and to create the illusion of being there. To create interest among pupils and to give them a feeling that it is their programme, students from local schools are regularly invited to participate."

Subjects are taught not ^{as} separate units but as part of unified and valuable experience. For example a discussion on architectural monuments, brings in history and biography, a series of feature programmes on holy rivers of India would cover ~~the~~ geography -

history, classics folk music and mythology over and above. The following groups of subjects are taught through radio :-

- (i) Literature (Indian languages, according to language of each province and English).
- (ii) History (Indian and World).
- (iii) Geography.
- (iv) General Science (Physics, Chemistry, Botany and Zoology, Astronomy, Mechanics etc).
- (v) Sociology (Civics and citizenship, Economics and Political Science etc).
- (vi) Current affairs and world news.

Certain subjects such as Mathematics and art are avoided because their teaching through radio is neither practicable nor effective.

Straight talks both by teachers and other persons prove very fruitful. Therefore they are very often used in our school broadcasts. Other methods are also employed. For instance -

(a) LITERATURE :

Readings with necessary comments, tales adapted from classics and dramatization of scenes from plays, novels and biographies.

(b) HISTORY :-

Dramatisation of famous events and historical places and story telling.

(c) GEOGRAPHY :-

Stories and travels, exploration and features built round cities, mountains and rivers and dialogues about natural resources.

(d) GENERAL SCIENCE :-

Dramatization and story telling with illustrations of important inventions and discoveries, nature study particularly for junior students.

(e) HEALTH AND HYGIENE :-

Tal's with studio audience consisting of students.

(vii) Sociology : Dialogues and discussions.

(viii) Current Affairs and World news usually through tal's and discussions.

In usual course 30 to 40 minutes are devoted to each school broadcast programme, 10 to 12 minutes are allotted for straight tal's, dialogues, discussions and debates, 15 minutes or more are given to feature programmes and plays.

The normal working hours of an Indian school are 10 A.M. to 4 P.M. with a short interval in the middle. Therefore schools broadcasts should be adjusted accordingly .

In Belgium too the purpose of school broadcasts is to enrich the class room teaching. UNESCO Report says :-

(6) " The importance of broadcasting is to be found in its nature as a complement and supplement to education.

Guiding principle : to do what the teacher can not do and never to do what he refuses to do or can do himself. Broadcasting will be able to give pupils what the teachers can not give them in such good conditions, it will widen their intellectual horizon and their sphere of interests. Broadcasting, which stimulates the imagination can thus vitalize teaching and break a certain monotony that characterizes it. If broadcasting aimed at replacing the teachers, it would be necessary to banish it from the schools.

Indeed, in such a case, school broadcasting would mean a return to collective and passive teaching. But such objections disappear when broadcasting is merely contemplated as an auxiliary to education, as a means of information or even of ^einter^etainment. Its role and this point can never be stressed enough, is not to replace the living lesson of the teacher but to illustrate it and perhaps sometimes even to give original views on literature, history etc. In its present state, broadcasting can be no more than an occasional and supplementary means of education, in the same way as the cinema and the gramophone etc., although it has a wider field of action. Through it pupils can listen to outstanding Belgian and foreign teachers, men of letters, orators artists, musicians, scientists explorers etc. Thanks to running commentaries they can participate in official ceremonies, in important events of every day life, in visits to schools, industrials and scientific establishments and in the achievements of their little Belgian or foreign comrades. But we repeat, far from replacing

the teachers, this method of teaching requires his presence, the teacher must remain the most important factor of education. It is for him to prepare his class for the broadcasts by making use of programmes and at the end of broadcasts, to make clear certain details, rectify the erroneous interpretations of the pupils and complete what has been said over the air so as to obtain the best possible results from the broadcasts. School broadcasts must also play an important part in competition between the pupils of the different schools of the same country and even between pupils of different countries."

The role of school broadcasting is not circumscribed. It must take with in its purview the important works and programmes going on in any part of the globe. Report further says :-

(7) " School broadcasting has also an important part to play in the international field. It can and must be the ideal instrument for making known the work of UNO and UNESCO as well as important philanthropic and mutual aid activities.

By means of programmes relayed from country to country it will strengthen the friendly relations between children of different countries and help to give them a better idea of that international understanding and solidarity which are indispensable for the defence of peace."

Discussions on various cultures, performance of plays taken from different countries, talks on foreign personalities presentation of popular songs, folklores and useful extra acts from classics will go a long way in developing cosmopolitan outlook among the children. For this active cooperation of the teachers must be sought. By means of dialogues which are the most animated and probably the most suitable forms of broadcasting, radio lessons can be made more real and profitable. In Belgium the common subjects for school broadcasts are literature, languages, music, history, geography, civics and physical sciences. Pupils under teach live stories songs, music recitations and feature programmes.

Duration of Broadcasts and suitable hours.

Section A on every Monday from 3 P.M. to 3.30 P.M.

Singing, News of the week, Montage. The School Mail Bag and information for teachers.

Section B on every Tuesday 3 P.M. to 3.30 P.M.

It is musical initiation broadcasts.

Section C Thursday from 2.30 P.M. to 3 P.M.

It is a sort of magazine. It includes useful editorials, Radio Montage, historical, musical literary and scientific topics. Belgian radio authorities believe that 30 minutes time is very suitable for school broadcasts.

In Canada school broadcasting has three main objectives. They are as follows :-

- (1) To strengthen the sense of Canadian citizenship among school students and to increase their awareness of the achievements, culture and pressing problems of their own Country.
- (2) To supplement the course of class room studies in every province by putting out radio lessons that will stimulate the pupil's imagination, motivate their studies and give factual background material that ties in closely with actual work of the teacher.

School broadcasts are generally planned as a supplement to, not a substitute for class room teaching.

(3) To exchange with other countries school broadcasts that will increase Canadian student's knowledge of these countries and their ways and will contribute to the building of international understanding and good-will.

In Canada the following methods are used to enrich the class room teaching. They are as under :-

(a) " Motivation : Broadcasts on such subjects as Mathematics, Greek and Latin Classes and Guidance aim at stimulating students primary interest in the subject.

(b) Stimulation :- Broadcasts in social studies eg history and literature aim at arousing the students imagination regarding topics already under study in class or supplying additional background material to enrich that study.

Broadcasts are also used for revision purposes in class. Music Appreciation broadcasts and performances of Shakespeares and other dramas fall under this category.

- (c) Practice :- Broadcasts in French Language, pronunciation, solo and choral singing, speech training, physical drill etc. are used to give students in class practice in carrying out a part of their studies which the teacher alone can not impart so adequately.
- (d) Instruction :- Broadcasts on Hygiene, health and safety habits junior music and K.G. activities often contain a large amount of direct instruction to pupils.
- (e) Model Lessons :- In one region only, the Maritimes certain school broadcasts have been planned to serve as model lessons to help rural teachers (often uncertificated) during teaching school periods.

The majority of school broadcasts in Canada are presented in dramatized form. This form ranges from simple dialogues to full blown dramas written and performed by professionals. The dramatized programme has the strongest appeal to our students."

This is really a good and useful method. But it has one drawback. That is it lacks teacher participation. Plays are written and performed by professional writers. But in our own country AIR Delhi, Madras, Bombay, Calcutta and Andhra Pradesh see the full cooperation of the teachers in the preparation of scripts.

In Canada straight talks are not very popular. Simplified dramatic presentation is preferred. Therefore a new type of dramatic broadcast has been developed for school purposes. It includes some amount of straight narration, clarity of diction, moderate pace of movement, sparing use of sound effects, avoidance of slang words and tricks.

(9) " All school broadcasts are planned for listening by specific grades of students. They are put on the air in such a form as to enable the teachers to incorporate them with his class work, or to use them as illustrations for that work. The most popular broadcasts have proved to be those which provide for pupil participation, either at the studio end or in the class room or both."

The following chart throws much light on the coordination of school broadcasts and class room teaching in Canadian Schools.

	Mabit imes Ast	Out and ve Eng. Est	Quebec French Est	Manitro Est	SASK Mst	Alberta Mst	BC Post
M	10.45 11.00 Beginners French 3.00- 3-15 History (7-9)	9.45-10.15 International Series	4.30- 5.30 Science	3.00-3.15 Time out for Primaries, Adventures in speech song	2.00-2.15 Junior School Studies Adventures in speech.	11.00- 11.15 Current events 2.00-2.05 News to Parents 2.05-2.30 Ele Music	2.00-2.30 Selected broadcasts
T	10.45- 11.00 Junior Music	9.45-10.15 Guidance Social studies classic French Eng, Health J. Music	Book Review	3.00-3.30 Western Gate ways Intermediate Eng.	2.00-2.30 Western Gateways Inter Eng.	11.00-11.15 Musical Play times W. Gate ways Inter Eng.	2.00-2.15 Song time its in the air.
W	10.45- 11.00 Agri- cultural Sc. 3.00- 3.15 Story Drama	9.45-10.15 Health, Natural Sc. Social studies, Children of the other lands Music for young fol-	4.30- 5.30 Nature study Literature	3.00-3.30 Its fun to draw. Friends of boo's.	2.00-2.30 Its fun to draw. Friends of boo's.	11.00-11.15 Todays Horizons through the Magic Doors.	2.15-2.30 Western Gateways Inter Eng
Th.	10.45- 11.00 Story Time 3.00- 3.15 Social Studies	9.45-10.15 BBC School Broadcasts	4.30- 5.30 Literature 19th Century theatre	3.00-3.30 Inter Music	2.00-2.30 Inter Music	11.00-11.15 Oral French	2.00-2.30 Inter Music
F.	10.45- 11.00 National Series						

10.45-11.00 National Series 3.00-3.15 World of Music High School Eng.	9.45-10.15 National Series	4.30- 5.30 19th. Centuary Music	3.00-3.30 National Series	2.30-2.30 National Series	11.00- 11.15 Boo's Alive	2.00-2.30 National Series
---	----------------------------------	---	---------------------------------	---------------------------------	-----------------------------------	---------------------------------

KG 11.15-11.30 10.15-10.30 - 1.15-1.30 12.15.12.30 12.15.12.30 11.15.11.6
of
the
air
Daily

In Chile dramatization is the chief method of school broadcasts . The main subjects taught are Natural Science, Mother tongue, History, Geography, Music and Singing Radio classes have three major parts.

- (a) Purpose or Introduction
- (b) Fundamental them or ~~in~~ subject to be presented
- (c) Synthesis and memorization of subjects dealt with.

The role of teacher is very significant. UNESCO

Report says :-

(10) " Agreeableness and variety in the treatment of their subjects are left to the creative powers of the teacher script writers. No script is therefore repeated. The authors must be permanent inventors so that the radio class shall always be original, novel and interesting to pupils and teachers."

The technique of dramation is employed in the broadcasts for elementary and secondary schools. But broadcasts for higher classes use the method of interviews, roundtable discussions and forums etc.

As far as Mexico is concerned the main emphasis of school broadcasts is to make learning a pleasure. The best times for pupils are in the early morning, before their work begins, during the lunch hours and in the early evening specially between 6 P.M. and 8 P.M. This shows that school broadcasts are more recreational than instructional.

(10) UNESCO Report 1949 Page 71.

In Poland school broadcasts are as auxiliaries to teaching and education. They deal with the practical problems of every day life. They urge the boys to study nature closely and develop a love for music. Generally talks are given on current, social, economic political and cultural problems. Every broadcast takes 20 to 25 minutes. Suitable times are in the morning.

In Sweden the main subjects which are broadcast for schools, are History, Literature and Music. Programmes are generally put out in English French Danish German and Norwegian. Pamphlets are also sent to schools.

In Switzerland there is no uniform system of school broadcasts. In French speaking part of the country pupils have option of listening to the broadcasts. In German one it is only recommended. But in Italian speaking part authorities compel pupils to listen to broadcasts.

(11) " A broadcast in the form of a single talk may be of outstanding quality and sure of success if the author is his own interpreter and has exceptional microphone talent."

But we know for certain that in this country straight talks are less popular than dramatic performances in the form of sketches, impressions scenes and connected vignettes.

Length of broadcast is mostly 30 to 35 minutes.

In the Union of South Africa school broadcasts are not properly connected with class room teaching. Main subjects taught on the air are History, Geography Literature, Nature study, Musical Appreciation , Civics and vocational Guidance. Most popular and effective programmes are dramalogues or discussions. Straight talks is very rare. Every province has panels to study the needs of the pupils and to persuade teachers to make the maximum use of school broadcasts. Both European and coloured schools participate. Quarterly radio gazette is published by Cape Education Department.

In United States of America programmes for schools are viewed as supplementary. No direct teaching is carried out. Different subjects are put out on the air.

S.No.	Subjects taught	Presentation
1.	Natural Science	Straight talk
2.	Literature	xxx Dramatization
3.	Physics	Participation on Dialogue.
4.	Acuality	Dramatization or Illustrated talk-s.
5.	Books	Readings or Dialogues
6.	Vocational Guidance	Dramatization
7.	Social Sciences	Feature programmes
8.	History	

Average length of school broadcast is 15 minutes. But music programmes may be of 30 minutes.

(12) " It is an established fact and probably a disturbing one, that the typical American school child spends two and a half hours a day, every day of the year, listening to the radio."

(12) Teaching Through Radio By William B. Levenson
Farrar And Rinehart INC Publishers New York

COOPERATION OF RADIO AND THE SCHOOLS.

School broadcasts are neither feasible nor will deliver any good to the pupils unless there is a close and willing cooperation between the radio personnels and the school authorities as well as teachers. Therefore it is of utmost importance that teachers must learn the art of school broadcasting as a part of their pedagogical training. In a system of education which is highly centralized and authoritarian, a close relationship is possible because the teaching practice is expected to be uniform. For instance we may take USSR, China and other countries which have almost similar political structure. But in system having local autonomy and variety it is common to find out that broadcasts are planned so as to be suitable to a wide range of different educational situations and to include more broadcasts which can be appreciated by themselves. In this category we may take U.S.A., U.K., France, West Germany and India etc.

(13) " Teachers on the broadcasting staff (in -
Great Britain, specially trained officials) are sent
out into the schools to observe how the teachers
and children are reacting to the broadcast and to
make suggestions which might be helpful to the
teachers.

Children themselves are asked to fill in a
simple questionnaire as to what they thought of the
broadcast and if they themselves have suggestions
to make.

Principals and teachers are often called to
meet in special sessions to determine the value of
school broadcasts and to make recommendations for
future programmes to the broadcaster.

In some cases radio lessons are given to
teachers colleges and the teachers are asked to
listen to radio programmes and/ or transcriptions
and report their reactions to the broadcaster. Or
the colleges may themselves conduct a study of
broadcasts in neighbouring schools.

Arrangement of this kind can give a good general idea if the service is on right lines and aims are being achieved."

In Australia there is an active cooperation between radio authorities and education department. Subject committees of practising teachers plan in detail the courses of broadcasts as determined by the ABC Youth Education Department and its Federal and State Advisory Committees. Listener reports are received regularly from receptive schools. A simple and general questionnaire is sent out at least yearly. In some states seconded officers from the State Education Departments carry on regular research in this field. Frequent visits are paid by the ABC Youth Education supervisors and Liaison Officers to schools both in Urban and rural areas. The results of these personal visits are duly obtained and examined carefully.

The main problem envisaged by the Australian school teachers is to make a clear cut distinction between school broadcasts as a succour to their syllabus and the general educational contribution -

of the radio in class room. Regular efforts are made to persuade teachers to take full interest in the use of school broadcasts. Special courses are given in almost all States at Teacher's College with the aid of portable recording equipment. These efforts are bearing fruitful and satisfactory results. New teacher fully understand purposes of school broadcasts and use them to the maximum advantage of their pupils.

In Belgium also the ties between radio organization and department of education are very close. Both pupils and teachers take full part in school broadcasts. They contact the radio personnels and extend their active as well as willing cooperation to them both in the preparation and presentation of radio lessons for schools.

In Canada planning of school broadcasts is done in conjunction with educators. Research work is done by specialists. Professional writers prepare the scripts which are usually approved by Department of Education Officials.

Sometimes they are referred for suggestions for appropriateness and suitability to class room teachers. School broadcasts are more listened to in junior grades of Elementary schools. They are listened to much in senior grades of High School. It is because the curriculum of these grades is already over loaded. There is hardly any time left for radio listening. Even then attempt is being made to adjust the radio lessons to class room teaching as much as possible.

In Chile radio listening is compulsory. Hence radio lessons are prepared to suit the rules and syllabus laid down by the technical educational bodies. School broadcasts are inseparable part of school syllabi. There is a card system through which teachers express their suggestions and criticisms.

In U.K. The School Broadcasting Council is a connecting link between the broadcasting organization and the schools. Teachers extend their full cooperation to radio authorities. They answer questionnaires also. Council's Education Officers make frequent visits to schools, talk with teachers and the taught in order to know their views and reactions.

Every school is at liberty to develop and implement its own syllabus. Even then effort is made to find out common points for school broadcasting purposes.

(14) " Every school receives from BBC in early spring each year a large amount of useful and important information about the forthcoming school year's broadcasts. Make sure that you see it and devote sufficient time to study it carefully. It describes new series that you may wish to use. It tells you of new programmes in familiar series. And it says which successful series and programmes are repeated."

In general terms this advance information enables teachers to decide which series they want to use, in whole or in part school and class time tables, schemes of work and tap recording arrangements can be planned in the light of broadcast dates and transmission times. It also enables schools and colleges to return the order Form to the BBC early enough to get punctual delivery of autumn term publications.

Final decisions and plans are eventually made by the head or the senior member of staff responsible for the time table and for the completion and return of the order Form. Your own requirements may affect other Colleges, so some measure of discussion and collaboration may be necessary before the final decisions can be taken. Whether your school plans its timetable early or late, the sooner your own needs are known to those working on the time table and ordering BBC publications, the better."

(15) " The crux of the whole matter is the pupils own response. The broadcasts are intended to communicate directly with and to evoke a response from each individual viewer or listener. Do allow for this to be expressed, otherwise frustration and or indifference may result. Most broadcasts last for

(14) Using Radio And Television - a guide to class room practice BBC. First published in May 1969 and reprinted in 1973-74, Page 3.

(15) Ibid. Page 7 Para 2.

20 minutes or so and you will have talked for at least a few minutes beforehand. Make sure that your pupils have time and opportunity to voice their reactions, comments and questions."

Thus it is quite clear that there is very close cooperation between radio and school in the United Kingdom.

(16) BBC Hand Book 1977 says that " during the year 1975-76 BBC provided more than 3,200 programmes for schools and nearly half the number for those interested in further and adult education. The cost was met from licence revenue. In the Calendar year 1976 the BBC is providing about 1,100 hours to television and 900 hours of radio in support of the 99 courses or part courses prepared by the open University."

(16) BBC Hand Book 1977 Incorporating the Annual Report And Accounts of 1975-76 Published by the BBC 35 Marylebone High Street London
WIMUAA, Page 36

" School Radio has continued to provide a very wide range of programmes for pupils of all ages between five and 18. Listening in infants and primary schools continues to demonstrate the strong allegiance of the teachers to the movement, music and drama series as well as to the provision of stories and poetry by the Music Box, Time and tune, Music Workshop, Music Matters and Singing together. For secondary schools the listening figures illustrate the diversity of specified needs which determine teachers choice of programmes and the importance of such English Series as Listening and writing, Books, Plays Poems and speech, modern languages, especially French and German for older pupils, History in Focus, our changing world, The (17) World of work and Enquiry."

" By exploiting the varied and rich resources of radio school broadcasting has achieved an ever greater variety of content and forms of presentation with in series and with in individual programmes.

(17) Ibid (BBC Hand Book) Page 37 & Paras 2 to 7.

These may draw upon actuality, interviews, outside
broadcasts, studio talks and discussions, historic
recordings from BBC. Sound Archives, poetry,
dramatic interludes or full length drama productions,
music (some especially composed and performed,
including popular music in the appropriate idiom
for teenage audiences) and natural and radio phonic
sound effects. This has enabled school radio to
provide important resource material which schools
can record and under the new copyright agreement,
retain for three years. Increasingly schools use
their tape recordings ~~transmissions~~ of the
programmes instead of listening at the time of
transmission. Some, 92 percent of all primary
schools ^{are} equipped with sound tape recorders."

" Distinguished writers and speakers have
been commissioned not only for listening and
writing Books Plays Poems among the English series
but also for Prospect and Art and Experience for
sixth forms."

" A current theme in many parts of the output is the study of the environment. This may be historical as in History, Not So Long Ago for upper primary pupils, geographical in exploration Earth, Scientific in Nature or Discovery or visual and artistic in the radiovision programmes of Art and Humanities. A new venture in summer 1975 was outdoor Education, presenting through radio and radiovision many features of outdoor education today, including camping, mountain and hill walking, canoeing and pony training."

" Another recurrent theme has been the development of pupils interest in the use of language and the pleasures and value to be gained from reading, as in all the English series listed in an appendix to this report."

" This year the output in religious education for secondary schools has been enlarged in order to provide through the three broadcast terms programmes which will support R.E. courses for pupils in the 11-16 range. For sixth forms Religion and Life continues. A service for schools is school Radio's much valued contribution to religion and worship in primary schools."

The above noted paragraphs throw a flood of light on the active cooperation extended by the personnels at both the ends (transmitting and receiving) subjects covered through the broadcasts and the various methods of presentation employed by the broadcasting organization for primary and secondary schools in the United Kingdom.

In India an Advisory Committee has been set up. It consists of school authorities. This body works as a link between the radio and the schools. In addition to this, direct approach is also made to institutions by sending them school broadcast programmes for each term and inviting their reactions to programmes which have been actually sent on air. Guidance is given to listening schools regarding the problems arising from school broadcasting. Frequent visits are made to listening schools which are situated in the same town.

Cooperation between the radio stations and the schools is more significant in provinces where broadcasting is fast gaining ground. Efforts are being made specially in Madras, Bombay, Calcutta and Delhi stations to persuade teachers to use school

broadcasts as much as possible. It must be ~~born~~ in no way substitute or duplicate^d the school syllabus. Active cooperation of teachers in the follow up lessons is imperative.

It is necessary that subjects which are broadcasts must form an integral part of school syllabus. Student participation, tours and travelogues will prove both useful and delightful to the students living in far flung areas of the country. In Delhi, Madras, Hyderabad, Bombay and Calcutta substantial efforts have been made to enrich the content of High School education through the collaborated attempts of radio and schools. Radio And Television, Report of the Committee on Broadcasting And Information Media (1965) says :-

(1) " AIR stations issue to the listening schools pamphlets giving particular of broadcasts for each term. Some of these are also illustrated. We are informed that the pamphlets are not always issued in time, the children have no opportunity of looking at them ^{and} using them as guides to the lessons broadcast.

(1) Radio And Television Report of the Committee on Broadcasting And Information Media(1965) Page 110 & Para 415.

To serve a useful purpose these pamphlets should
be printed in bul' and sold to the schools as the
BBC does for free issue to the children. Materials
live film strips, charts, pictures, maps etc are
also required for a better understanding of the
school broadcasts. All these cost money which
is not usually available, yet without them the
lessons are of doubtful utility. Unless educational
broadcasts are accepted by all concerned as essential
and made eligible for a part of resources embar'ed
for education we do not foresee a bright future
for them. The National Institute of Audio Visual
Education should also participate in providing
necessary material and it should not be difficult
to evolve a formula for sharing of costs between
the various authorities concerned. In any event the
cost aspect should not be an important element in
ma'ing the school lessons purposeful and productive
of results."

Emphasising the role of AIR Report in this field, Report says :-

(2) " AIR has not fully appreciated that planning and production of lessons calls for close collaboration and harmony between teachers selected to prepare the scripts and producers responsible for adapting them for radio use. We commend the suggestion that it would be best if a few teachers were trained in radio technique and given overall responsibility for the programmes." (413)

" Education is a state subject, the syllabus varies from State to State and more recently the medium of teaching has been made the State language. This stresses the need for closer liaison than now exists between AIR officials and State educational authorities. They are no doubt represented in the school broadcast consultative panel constituted by AIR stations. But these -

(2) Ibid. Page 110 & Paragraphs 413 & 414.

panels meet infrequently and run through the programmes for the following term in a routine manner. Coordinations to be effective must be more detailed and the educational authorities must feel as much involved as AIR in the planning and production of lessons, their successful presentation and in their evaluation. In our discussions with the educational authorities of various States we gathered that at present the State Governments do not feel actively involved with these broadcasts. They feel that they should be asked to organize both the programmes and the listening to them."(414)

In Poland, Mexico and Switzerland there is a very intimate cooperation between the radio and the schools. Schools send teachers and pupils to take part in the various programmes specially prepared and put out for the students. Letters are invited from the listeners expressing their views on the utility of the broadcasts. Teachers also give vent to their opinions through personal contacts and letters. Abstracts of the programmes are regularly sent to the institutions.

I

In the United States of America Education is mainly a local or regional affairs. Training colleges play a very important role. They give courses in the class room use of school broadcasts. Distinguished professors prepare the scripts and they also visit schools to keep themselves in close touch of the teachers and educational authorities. The result is that school broadcasts are very successful there.

SUITABLE AGES

As regards the suitability of age for school broadcasts there is no unanimity at all. It differs from country to country. In Australia it is as under :-

- (1) K.G. 3 to 6 years
- (2) Infant and Lower Primary 6 to 8 years.
- (3) Primary 8 to 11 years.
- (4) Post Primary 11 to 13 years.
- (5) Secondary 12 to 18 years.

Radio and school authorities in this country hold the view that school lessons are very useful for children ranging 3 to 4 years of age. The session of 25 minutes duration barring sabbath day is based on alternation of quiet listening and activity (either singing or movement). It includes health habits such as cleanliness, posture, rest both physical and mental. Nursery rhymes, songs, care of domestic animals, painting, drawing and modelling are some the special activities of school broadcasts, meant for the small children.

In Canada school broadcasts are put out for students of all age groups such as -

Pre School (K.G.)

Grades 1 to 2, Grades 3,4 and 5, Grades 6 & 7,

Grades 7 to 9 and Grades 10 to 13.

Lower grades are able to do more listening than the higher grades. They also show greater response. In the high schools dramatizations of literature and the presentation of symphony concerts are more popular and effective.

In Chile the suitable Ages are as follows :-

- (1) 7 to 12 Elementary school pupils
- (2) 13 to 18 Secondary school pupils
- (3) 15 to 21 Girls. Technical Schools Commercial institutes and industrial schools.

There is hardly any provision of school broadcasts for children upto 10 years of age.

Authorities believe that they are too immature to make the most of school broadcasts.

In United Kingdom radio lessons are put out for all age ranges from 5 to 18. They bring into class room an extensive range of vivid, aural/visual experience that the teachers would generally be unable to provide. There is little provision of school broadcasts for children of Nursery - Schools because it is believed that ~~they~~ the very young children will not be able to concentrate and follow the radio lessons.

In India educational broadcasts are aired for pupils ranging from 10 to 16 years of age. There are few lessons for infants because they are too young to be fully benefitted by them.

Report of 1966 says :-

(1) " The output, -- A start was made with radio lessons as early as 1929 when the Bombay station introduced programmes for school children. At the initiative of the Corporation of Madras, which had provided radio sets in a number of schools the Madras station also introduced music lessons and stories for school children in special programmes in 1930. The Calcutta station followed suit in 1932 and made school broadcasts a part of its programmes."

(401) " The education policy of AIR was however evolved on its reorganization in 1937 in consultation with educational experts. It was decided that educational broadcasts should form a part of its programmes and should be radiated from all its stations. Today 26 of the 35 stations have regular school programmes, some daily, others three or four times a week. There have been difficulties in extending the service to the remaining stations but these are being gradually overcome to give -

(1) Radio And Television (Report of the Committee B. and I. Media(1966) Paras 400,401,402 Pages - 107 & 108.

country wide coverage. The table given below indicates the stations which broadcast programmes for schools, their duration per day and frequency per week.

Station	Duration		Frequency
	Hrs.	Mts.	
1	2	3	4
Banglore	1	40	5
Calicut	1	40	5
Madras A.& B.	4	10	5
Tiruchi	5	00	5
Bombay A and B	10	40	5
Ahmedabad	3	20	5
Boona	3	40	5
Nagpur	2	30	5
Patna	2	30	5
Allahabad	1	30	4
Luc'now	1	30	4
Delhi	2	40	4
Simla	1	20	4
Jullundur	1	20	4
Jaipur	1	20	5
Cuttack	1	30	3
Indore	2	00	3
Raj'ot	3	40	5

Dharwar	1	40	5
Trivendrum	1	40	5
Hyderabad	2	30	6
Vijaya Wada	1	50	5
Bhopal	2	00	3
Gauhati	1	00	3
Calcutta	2	30	6

(402) " 29,620 schools mainly in the cities are registered with AIR as listening schools. In this field as in others, AIR is urban oriented. We should have expected it to take initiative in serving the smaller towns and rural areas in preference as they do not have comparable facilities and aids for competent teaching. We recognize the limitations of AIR. The provision of radio sets in the schools, fitting lessons into the time tables can only be a cooperative effort in which the State authorities play a complementary role. There are lapses on the part of both and the broadcasts have not had the impact needed or intended. "

..

In Mexico those who take full advantage of school broadcasts are the pupils of the teacher's training college between the ages of 10 to 15 years. In Poland it is 9 to 15 years of age but in Switzerland the students ranging between 10 to 15 years of age receive maximum benefit by school broadcasts. In United States the case is slightly different. There are school broadcasts for pupils of all ages. The best results are obtained from elementary schools because their time table is very flexible and children of this level have much interest in and enthusiasm for the schools. There are numerous ~~many~~ publications for both teachers and taughts.

D-E SCHOOL BROADCASTING STATISTICS AND PUBLICATIONS.

..

In afflu^uent countries like USA, UK, France, West Germany, Canada, Japan and Australia almost all the elementary and secondary schools have their receiving sets and take optimum benefits of schools broadcasts. In socialist countries like USSR, East Germany, Poland, Hungary, Sweden and Yugoslavia many schools in metropolitan towns and suburbs have -

their own radio sets and take advantages of radio lessons. As for as USA is concerned almost hundred percent schools both of urban and rural areas are fully equipped with appropriate receiving sets. Hence the class room teaching is supplemented and enriched by school broadcasts in full measure.

UNESCO Report on school broadcasting 1949 gives the following school Broadcasting Statistics about India.

Station	Total No. of Schools	No. of schools using school Broadcasts
1	2	3
Delhi	68	32
Bombay	1,181	190
Calcutta	819	38
Madras and Tiruchi	586	140

But now the number of schools receiving school broadcasts in the above mentioned cities, has increased much and regular radio lessons are being provided to them. Still there is much leeway to make. "Even today only about 20,000 out of almost 7,00,000 schools have radio sets." (Broadcasting And the People, Page 101,102, Chapter Education Through Radio By Miss Mehra Masani).

Mr. Narendra Kumar conducted surveys in the states of Delhi and Bombay in the years of 1954-55 and gave the following data-

(1) DELHI STATE

No. of Secondary schools	323
No. of schools having listening facilities	92
Radio schools in Urban areas	57
Radio schools in rural areas	35
No. of schools visited	57

Out of these 57 schools

Schools having only one radio set	44
Schools equipped with public address system	13
Schools which have provided listening period	07
Schools listening occasionally	15
Schools listening rarely	35

(2) BOMBAY STATE

No. of Secondary schools in the State	800
No. of schools with listening facilities	402
No. of schools to which questionnaire sent	125
No. of schools from which replies received	40

Listening Facilities

Only one set	75%
Also a few loudspeakers	25%
How often do the classes listen	
Regularly	5%
Casually	60%
Selected classes listen casually	35%
Provision in the time table for listening	
Yes	20%
No	80%

(1) Educational Radio In India By Narendra Kumar
Published in 1967, Page 12 & Para 2.

(2) Ibid. Page 14, 15

Do teachers prepare the class before the broadcast ?

Yes	28%
No	72%

Do teachers conduct follow up activities ?

Yes	32%
No.	68%

Reasons for not listening

- (a) Time inconvenient
- (b) Subject chosen too general or beyond the comprehension of the students.
- (c) Presentation dull, too fast.
- (d) Too much time is wasted in musical interludes.
- (e) Too many extra curricular activities in schools these days.
- (f) Reception very poor.
- (g) Untimely; A broadcast on Gupta Golden Period does not serve any useful purpose, when class is busy in studying the Mughal Period.

Suggestions For Improvement

- (a) Need for more powerful transmitters.
- (b) presentation of the programmes must be lively and within the comprehension of the students.
- (c) Detailed notes for teachers and illustrated pamphlets for students must be published.
- (d) Subject experts may write the scripts but the best voices available should present them.
- (e) Too many facts in a single talk may be avoided.
- (f) Sentence construction should be simple and the speed of the delivery slow.

All present there are twenty five AIR stations that put out educational broadcasts. They are as under :-

1. Delhi, 2. Bombay, 3. Poona, 4. Calcutta,
5. Trivendrum, 6. Patna, 7. Lucknow, 8. Allahabad,
9. Nagpur, 10. Madras, 11. Tiruchirapalli,
12. Ahmedabad/Baroda, 13. Vijayawada, 14. Hyderabad,
15. Jullundur, 16. Bangalore, 17. Jaipur, 18. Rajkot,
19. Simla, 20. Gauhati, 21. Cuttack, 22. Calicut,
23. Dharwar, 24. Bhopal, 25. Indore.

SCHOOL BROADCASTS - 1965-66

Detailed Chart of school broadcast as given by
 Mr. Narendra Kumar in his book Educational Radio In
 India published in 1967 (Page 47) is as under :-

Stations	No. of Programmes.	Duration of each Programmes.	Expenditure	Supplementary Staff	Publications	Expenses on Literature
1	2	3	4	5	6	7
Jaipur	116	20 Mts.	4320-10	PEX-1	Date Chart, Pamphlets for teachers & students guidance Notes & lessons	1096-37
Poona	123	„	3505-00	PEX-1 P/AP-1	Date Charts, Pamphlets for students-1, Pamphlets for teachers-1	-
Patna	151	„	2700-00	„	„	1600-00
Jullundur	130	„	2062-55	PEX-1	„	2609-95
Nagpur	121	„	2515-00	PE-1 AP-1 (PT)	„	900-00
Calcutta	190	„	9040-00	PEX-1	Date Charts 2	265-00
Madras	325	30	5687-80	PEX-1 Producer-1	Date Charts 2, Pamphlets for teachers -7	2441-26
Simla	92	30	794-00	PEX-1 PT	Date Charts 2	-
Gauhati	102	30	1305-00	AP-1	Date Charts 2, Pamphlets for teachers 1, student-1	362-00
Tiruchi	106	30	1833-00	PEX-1	Date Charts, Pamphlets for teacher & students Guidance Notes for lessons	-
Bombay	476	20	8585-00	PEX-1 AP-1 Staff Asstt-1	„	6671-32
Hyderabad	141	20	3475-00	PEX-1 Producer-1 Script writer-1	Date Chart, Pamphlets for teacher-1, Guidance Notes for lessons	1554-54

Cuttack	148	20	3600-00	PEX-1 Asstt. PTP-1 Compo- ser-1	Date Chart, Pamphlets for teachers	1300-00
Ahmedabad Baroda Rajkot	244	15	5985-00	PEX-1 also looking after other section	Date Chart, Pamphlets for teachers & students, Gui- dance Notes for lessons	3259-00
Trivendrum	156	20	5521-55	PEX-1 Not exclusi vely for SB	Date Chart Pamphlets for teachers and students	644-74
Banglore Hardwar	149	20	3270-60	PEX-1 PT AP Banglore	Date Chart Pamphlets for teachers & students	922-39
Bhopal Indore	75	20	1577-50	PEX-1 also looking after other section	Date Chart Pamph- lets for teachers	-
Vijaywada	84	Thrice a week	665-00	PEX-1 with other prog. AP	-	-

From the above data it is clear that at present 25 stations of AIR put out school broadcasts. During the academic session 1965-66 a total number of 3046 programmes, each of 20 minutes duration were sent on air. The total expenditure incurred was Rs. 66,299.65 . This comes to nearly Rs. 22.00 per programmes. The total No. of staff employed was 27 full time persons and 15 part time employees. At most of the stations this staff works after the University broadcasts also. In the AIR Directorate

there is only one full time Chief Producer for educational broadcasts. (J. Jan'iraman, Chief Produce (E.B.) Smt. Q.W. Tha'ore, Producer (E.B.) Delhi Station.

Mr. C.L. Kapoor in his book Radio In School Education published in Sept 1959 (Pages 7 & 8) has given a detailed analysis of the stations originating school programmes. It is as below :-

Name of Stations	Date of commencement	Languages
Delhi	3.10.1938	Hindi, English
Bombay	Nov.1938	Gujrati, Marathi, Eng.
* Poona	19.11.1956	-do-
* Raj'ot	28.11.1955	-do-
Calcutta	May 1947 Restarted	Bengaliy English
Trivandrum	15.10.1951	Malayalam, English
* Kozikode	-do-	-do-
Patna	07.07.1952	Hindi, English
Luc'now	11.02.1952	Hindi, English
* Allahabad	11.02.1952	Hindi, English
Nagpur	06.07.1953	Marathi, Hindi, English
Madras	Oct. 1940	Tamil, Telgu, English
* Tiruchirapalli	Oct. 1940	Tamil, English
Ahmedabad	JULY 1954	Gujrati, Marathi, English
* Baroda	-do-	-do-
Vijai wada	Oct. 1940	Telgu, English

Hyderabad	05.07.1954	Telgu, Urdu and Eng.
Jullundur	03.01.1955	Punjabi, Hindi, English
Banglore	11.10.1954	Kannada and English
Gauhati	04.05.1957	Assami and English
Jaipur	08.07.1957	Hindi and English

Note :- These having an asterisk do not originate programmes they merely relay.

On supplementary ~~itak~~ literature, Notes for teachers, Programmes schedules, Date Charts and illustrated pamphlets for students, the total amount spent was Rs. 27,554.57. This roughly comes to Rs. 1,100/- per station.

MISCELLANEOUS EDUCATIONAL PROBLEMS

There is no doubt that in some countries on account of the existence of both state and free or private education a number of problems crop up. It becomes very difficult if not impossible to bring about a happy coordination between school broadcasts and class room teaching. For this an active cooperation both of central and state government is essentially needed.

In our own country this problem is all the more complicated because education is mainly a state subject and broadcasting service is controlled by the central Government. Therefore, unless both the governments extend their full and willing cooperation to each other, school broadcasts will miserably fail to deliver any good to the students. Apart from this multiplicity of languages also causes a great difficulty in the full utilization of school broadcasts.

In Australia the main problem is the difficulty experienced by secondary schools in using school broadcasts due to rigid syllabus and external examinations. This difficulty is being overcome by the use of Wire recorders and making the broadcasts very interesting.

In the state of Quebec of Canada very few school broadcasts are provided by the Department of Education for elementary or secondary schools because the language of this state is French not English. Besides this there is little cooperation between the Central and State Governments.

In Chile, USSR, China and other communist countries there is no such problem because official teaching is the same through out the country. In Chile there is unity of race and language also. In U.K. too there is no such problem due to the independent and state schools. Language poses some problem in Wales only. But these difficulties are surmounted to a considerable extent by adjustment, understanding and cooperation of BBC and education authorities.

In India there is an urgent need of liaison between the State Departments of Education and the Union Ministry of Information and Broadcasting.

Mr. C.L. Kapoor says :-

(3) " Essentially, the school Broadcasting Service of All India Radio caters for the educational needs of schools and must, consequently, keep in close touch with the State Department of Education, the Ministry of Education Government of India, and above all with schools. To be really useful, this contact must not merely be official but live, -

intimate and continuous. Without it, broadcasts to schools run the risk of falling out of step with the educational needs of the special audiences to whom they are addressed."

" Some stations have educational supervisors, who visit listening schools and keep in touch with the State Education Departments, more particularly with its Audio visual Education Section if there is one. Producers and Assistant Producers, who often visit schools to collect reactions of the guiding teachers and the listening pupils, give suggestion for effective listening and fuller utilization of broadcasts. They collect suggestions for planning their own work. In August 1956, was appointed at the Headquarters, Chief Producer of Educational Programmes. He is intended to be the channel for the maintenance of contact with the Ministry of Education and the State Department of Education. He tours stations putting out educational programmes. Sometimes he attends meetings of the consultative panels of stations. He meets station Directors of Education and Education Secretaries to discuss with -

them problems relating to the equipment of schools with radio receiving sets and speakers and the training of secondary school teachers in the installation, manipulation and maintenance of receiving sets and utilization of broadcasts to schools. As member of the National Board of Audio visual Education, he has opportunity to share his own experience with other members of the Board and to give and receive suggestions for the promotion of the use of electronic media of communication. He represents AIR in the All India Educational Conference and is a member of committees set up by All India Council of Secondary Education. He conducts courses for secondary school teachers and also for teachers under training in graduate teacher training colleges."

Thus problems arising out of the existence of State and free education as well as the various regional languages in our country, are being met with great success.

SYSTEMATIC ENQUIRIES ON SCHOOL BROADCASTS

Report of the Committee on B and I Media(1966)

says :-

(4) " Listener research is an integral part of most broadcasting systems. Without a continuous and intimate touch with its audience a broadcasting system can not fulfil the purpose for which it exists nor can it ensure maximum listening to its programmes in preference to others. Without review, money and effort might be wasted in producing programmes which do not attract listening. There is also the attendant risk of listeners tuning into other broadcasts which have undesirable features, both morally and politically."

Hence it is incumbent on radio authorities to make frequent enquiries and surveys for ensuring if the school broadcasts are fulfilling the desired aims or not.

(4) Radio And Television Report of the Committee on Broadcasting and Information Media(1966)
Chapter V Audience Research (Page 58 & Para 174).

In Canada educational results obtained from the school broadcasts are assessed by the following means :-

- (a) The representatives of CBC and Provincial Department of Education, make frequent visits to class rooms and discuss the problems with groups of teachers.
- (b) Programme reports compiled by Provincial Deptt. of Education from sources such as, registered listening schools, selected schools, listening posts, inspectors and individual teachers are properly analysed and useful are obtained.
- (c) CBC through the Department of Education sends questionnaires to teachers who respond to their earliest convenience.
- (d) Written reports are thoroughly prepared by every Provincial Department of Education and they are duly presented at the annual meeting of the National Advisory Council on School Broadcasting.
- (e) Correspondence is also a fruitful means of making enquiries and surveys of schools broadcasts.

In Chile teachers and students themselves send their views and suggestions to the broadcasting authorities about the method and content of radio lessons. In U.P. also teachers and taughts take loving interest in making the maximum use of school broadcasts and acquainting the radio authorities with their valuable opinions.

In our own country audience research was properly set up in 1946. Each of the seven radio stations then in existence, was provided with a listener research unit in Charge of a Listener Unit Officer. The work of these units was coordinated by a central cell in the directorate general which issued necessary instructions from time to time and guided actual research work undertaken. Miss Mehra - Masani, emphasising the need of well planned system of enquiry says :-

(5) " Any public utility which is run by the Government under monopoly conditions, as AIR is, has a responsibility not only to the Government but also to its clientele.

AIR's first responsibility should be to its listeners as the whole purpose of broadcasting is to serve their diverse needs. Ways must be found by which a monopoly broadcasting organization can assess its utility to them."

Therefore constant assessment of programmes is as paramount as the production of broadcasts because the real value of a service is as good as its consumption. In a democratic country like ours, embarked on planned and meaningful development of its economy and social obligations, it is very important to know if the specific programmes designed to enhance productivity and to form social habits useful health and hygiene are delivering desired goods.

Unfortunately, listeners are not organized in our country. A few associations were set up but they very soon disappeared on account of the absence of support from the mass of listeners. In some countries there are Listeners councils which play a dominant role in influencing the programme policies of the broadcasting service.

In U.K. there is a viewers and Listeners Association and a Radio and Television Committees consisting of writers and academics. Apart from this, the National Council of women, the National Institute of Adult Education and many others also exert profitable pressure on one or other area of programme activity.

The establishment of a National Council of Listeners and viewers is a must in India. Only through such organization a listener can play an active role in improving the broadcasting service. Whenever listeners asserted themselves Government had to concede to their genuine demands. For instance, the erroneous decision of banning the film music had to be revised when listeners turned from AIR to Radio Ceylone.

Scientific research is one of the many methods of audience research. It demands sufficient funds if it is to serve any useful purpose. The Report of the Committee on Broadcasting and Information Media (1966) says :-

(6) " ----- Listener research is an expensive undertaking but it repays the outlay in making the programmes fruitful leading to a better dissemination of knowledge and information through enlarged listening. It has been suggested to us by experts both foreign and Indian that research inadequately financed and incorrectly organized is infinitely worse than no research at all. Most broadcasting organizations devote about 15 percent of their resources to this essential requisite and consider the expenditure more than recompensed. We fully agree with the observations of the Beveridge Committee on Broadcasting, 1949 that

" if audience research is worth doing at all, it is worth doing well. And it must be done. For broadcasting without study of the audience is dull diction, it is not responsible public service."

" This brings us to the consideration of the scheme which AIR had formulated to make up the leeway. It had hitherto provided only a paltry sum of Rs. 5,000/- a year to each zonal station for this essential activity."

Unfortunately the recognized Audience Research Unit in our country is both ill financed and ill staffed. Therefore its work is patchy and substandard. In the case of school broadcasting we must know how many schools of what kinds, in what areas, follow the broadcasts. What do the teachers think of each series of lessons. How much information did the children get from them of etc.

But we hardly get these information. The Journals started by AIR such as the Indian Listener and Asashvani in English and Hindi are too poor to have wide circulation or demand.

In fine Mr. C.L. Kappor rightly sums up :-

(7) " Criticism both spontaneous and organized can, indeed, be very useful. But it can not take the place of research. Listener is as yet very inadequate and educational research has not yet started giving attention to radio programmes that they deserve.

As long as research remains inadequate, improvement will not be very marked Research Departments of Universities and Teacher's Training Colleges could profitably study the impact of educational programmes and could give guidance to those responsible for the planning and production of educational programmes."

CHAPTER - VI

INDEX

TECHNICAL CONDITONS

(EQUIPMENT OF SCHOOLS WITH RECEIVING SETS)

PROBLEMS CONNECTED WITH FAVOURABLE RECEPTION.

FREQUENCY MODULATION IN SCHOOL BROADCASTING .

USE OF TELEVISION IN SCHOOL BROADCASTING.

INTERNATIONAL EXCHANGE

FUTURE PLANS.

SCHOOL BROADCASTING IN PROFESSIONAL TRAINING.

T E C H N I C A L C O N D I T I O N S

Radio lessons will have their real significance and utility only when the schools are provided with good receiving sets and most favourable listening conditions. The reception of the educational programmes in the schools, poses many problems, such as provision of radio set, common hall, a trained teachers and ideal listening condition.

In such countries like U.K., U.S.A., Canada, France, West Germany and Australia almost all types of receiving sets are used in schools. There are battery and mains sets. There are also AC and DC straight and superhelrodyne sets. They are purchased by schools as well as voluntary organizations. For instance in Canada listening of school broadcasts is not compulsory in schools. It depends on the discretion of class teachers and principals. Local school Board meets the cost of receiving sets if the school authorities wish to have them. But in Australia the case is different. In large schools there is usually a central receiver and loudspeakers with -

separate volume control in each room Broadcasts can be switched at the centre to any room or rooms or made available to all ~~the~~ and taken by those who desire to do so. In smaller schools a console or mantel set equipped with one or more speakers is normally used. The schools with the aid of Parent's clubs pay for these installations. In different ways the Education Departments subsidize the purchase or pay both installing or maintenance costs. The Federal Government remits wireless Licence fee for schools with fewer than 50 children and some State Education Departments pay the licence fee for their schools. The Post Master General's Department which handles the technical services of the ABC helps the schools with technical advice off and on.

In USA reception conditions are very satisfactory schools within the service area of FM static free and of high fidelity. Educators agree that frequency modulation should be recommended for group listening.

In Belgium and Brazil most of the schools do not have technical equipments due to lack of funds. Interested teachers take their own radio sets into the class rooms.

In our own country very few schools have receiving sets. Fewer still have a common hall where the set can be installed for listening by more than one class at a time. In microscopic few schools there are loudspeakers to carry the programmes to individual class rooms. The National Institute of Audio Visual Education should come forward and accord all possible financial assistance to schools in this matter.

PROBLEMS CONNECTED WITH FAVOURABLE RECEPTION

The most pressing problems to be faced in this connection is that the receiving sets must have clear natural and undisturbed reception. Hence very sensitive and standard type of radio sets should be approved by the Department of Education. For small single class room school an ordinary radio set will serve the purpose. Upto four class rooms additional loud-speakers may be used. For big type schools, powerful amplifiers and additional speakers have to be installed for maximum benefit.

In Australia reception is generally very satisfactory but in pockets among high mountains. Radio Inspectors of the P.M. General's Department help a lot in advising schools how to surmount the difficulties due to high tension wires. Apart from this the use of special room mini mizes the difficulty. ABC issues a technical hand book giving advice on the installation of equipment for schools broadcasts reception.

In Canada as a rule schools receive radio lessons in individual class rooms.

In India commercial type receiving sets are used. Schools pay for their supply, installation and maintenance. Condition of reception is far from satisfactory. Schools in big towns suffer from electrical interference. Motor traffic and noises from the streets as well as play grounds are other sources of disturbance. It is true that AIR staff often visits the schools and gives valuable suggestions for the improvement of reception condition. But this facility is not available in schools situated far away from radio stations.

Usually the receiver is installed in school hall or large chamber and classes assemble there. Students sit in the same way as they sit in their classes. General instructions regarding tuning volume control, reducing electrical and other interference are issued by AIR from time to time.

UNESCO Report on Broadcasting to schools
1949 has given valuable guide lines concerning
the maintenance of receiving sets and creation of
ideal listening conditions :-

(8) " The radio set should be rigidly constructed
and not easily damaged. It should be easy to operate
eg-having pre-set tuning. The various parts of the
equipment needed for a large school might usefully
be housed in a central control room and consist of
a number of separate units grouped together or,
for example, a rack."

" The loudspeakers should be at least 10
inches in diameter and capable of reproducing the
transmitted sound without distortion. The class
room loudspeaker should be such that the required
volume can be obtained regardless of the number
of loudspeakers in use simultaneously. A well
balanced sound diffusion through out the entire
class room should be secured."

" Class room acoustics sometimes cause bad listening conditions to such an extent that children find it impossible to listen with pleasure. In such circumstances steps should be taken to improve the acoustics of some or all of the class rooms."

Besides this a good antenna is very necessary for proper listening. There are various kinds of such equipments available to schools. First is the disc recorder. It should be of good quality. Tape recorder or the magnetophone and wire recorder are also useful equipments. They should be simple in operation, portable adaptable and as much fool proof as possible.

The problem of proper maintenance is not less important. Local radio dealers should visit schools at least once in a week and see if it is working properly. Besides this broadcasting organization if possible should send its own technical officers to schools from time to time.

Special requirements of the school broadcast receives are :-

- 1(a) An all wave receiver for operation from AC/DC mains with an output of 1 or 1.5 watts.
 - (b) An all wave receiver of the battery operated type with an output of 600 to 900 mw.
- 2(a) A single band medium wave receiver for operation from AC/DC mains with an output of 1 to 1.5 watts.
 - (b) A single band medium wave receiver for operation from batteries with an output of 600 to 900 m w.

Receivers which are used in areas far away from the transmitter must have a sensitivity at least of 100 microvolts and those which are used with in the range of the medium wave transmitters of 500 microvolts. Superhetrodyne receivers are always preferred because better selectivity is obtained from them.

Really speaking the problem of school broadcasting in India and other developing countries is mainly a problem of cost and maintenance.

(9) " The successful operation of the scheme depends on the servicing facilities available within easy reach of the schools. For this purpose servicing stations need to be set up at convenient localities so that the receivers should be serviced quickly and batteries could be replaced or charged periodically."

We all know that receivers which are operated from dry battery are more economical to maintain than those which are operated from accumulator batteries. Thus it may be said that natural and undisturbed reception is a basic necessity in school broadcasts.

(9) Ibid. Page 22.

FREQUENCY MODULATION IN SCHOOL BROADCASTING

Frequency Modulation is a boon for education. It is a method of transmitting radio waves. It has many advantages over A M (Amplitude - Modulation wave).

- (a) It is less subject to static and interference.
- (b) F M can supply high fidelity programmes. Its reception quality is perfect.
- (c) F M radio transmitters are comparatively cheap to commission and to maintain.
- (d) At present many new radio receiving sets are built to receive both A M and F M programmes.
- (e) In USA and Canada certain F M radio channels have been reserved exclusively for the use of educational broadcasts. There is no such channels in the A M band.
- (f) Generally F M band is not overcrowded. Its cost is also not much. Only a big studio is required. These days FM receiving sets are not many but by and by FM audience will increase.

In our country FM is not yet used. AIR central and State education Departments should pool their resources to set up FM channels and popularise FM receiving sets in view of giving an impetus to educational broadcasts for schools.

USE OF T.V. IN SCHOOL BROADCASTINGS

Television is no doubt the most effective medium for education. It is one of the easiest methods of unravelling the complicated, quantitative, academic and administrative problems that face the world. Mr. George N. Gordon defines the TV in the following words. :-

(10) " ----- the term educational television is to cover almost any sort of educational video programme presented for any serious purpose or in any attempt to teach something to some one."

(10) Educational Television By George N. Gordon, published 1965 in New York, Chapter 1 Page 2 & Para 3.

This term generally refers to electric transmissions whose function is to teach a specific body of subject matter to students at home or in school when the subject matter is part of a formal course of study. TV is really capable of making vital contribution to the solution of numerous problems of both teaching and learning. It has little to do with our concepts and values of education. But it can definitely play a very formative role in the institutions of learning. There are two types of TV broadcasts, closed circuit and open circuit.

1. Broadcasts transmitted to a definitely prescribed area in such a manner that conventional receiving sets can not pick them up are called closed circuit broadcasts.

2. Conventional broadcasts transmitted over one or more of the frequencies assigned to a given area, are called open circuit broadcasts. The range of open circuit transmission covers a radius of about fifty miles or a bit more.

There are two main bands, VHF and UHF.

These days most open circuit broadcasting is transmitted on VHF (Very High Frequency) bands. With the passage of time another set of seventy UHF (Ultra High Frequency) channels were discovered and brought into use. This is very advantageous.

Almost in every developed or developing country TV is used for educational purposes. It is specially a boon for those countries where it is difficult to spread knowledge by conventional devices such as building schools training teachers, providing teaching tools text books and other materials. In Italy TV has proved to be very valuable for adult education. Story telling hours, puppet shows and many other literary and cultural programmes are very much liked and appreciated in Soviet Union. In England and France Telecasts are designed to enrich the present curriculum offerings. But there is one flagrant risk involved in TV system. It can be used at any time as a device for indoctrination or an instrument of revolution or counter revolution by political masters of any country.

Mr. Charles Scepmann emphasising the utility of Television wrote in 1964.

(11) " Television is distinctive in its universal reach. No other medium can transport us simultaneously to the scene of action any where on earth - Television is distinctive also as a new language, a new art in the making with extra ordinary power to quicken the senses and focus the mind on reality."

In other words TV can educate every one of us to an understanding of the insistent present. There are many uses of instructional TV. It may be very well utilized for enrichment purposes that is an added resource. It may be safely used for cooperative or team teaching in which televised instructions assume part of the teaching burden. It may also be used for total teaching in which no skilled teacher except one appearing on the TV screen is involved with the pupil taking a particular course, fit for secondary school.

(11) The New York Times Magazine (April 19, 1964), 13
Page 3 Para 2 (Chapter III) Educational TV
George N. Gordon.

George N. Gordon sums up as under :-

(12) " To coordinate televised instruction with current school or university program, it is absolutely necessary that all personnel administrators, teachers or monitors be apprised of the nature of the telecasts and their content in advance -."

Mr. White head pointing out to the teacher's role before TV says :-

(13) " The teacher has a double function. It is for him to elicit the enthusiasm by resonance from his own personality and to provide the environment of a larger knowledge and a firmer purpose. He is there to avoid the waste which in the lower stages of existence is nature's way of evolution."

(12) Educational TV. Chapter VI, Page 67 & Para 2.

(13) A N. White head (The Aims of Education New - York, The New American Library 1953, Page 51).

As far as TV in class room is concerned, the best serviceable and economical receivers should have a twenty-one to twenty four inch viewing surface which is satisfactory for the average class room. Master antenna system leading to every class room should be set up. In instructional TV the lecture demonstration is the most popular method on all levels of education. Interviews, panel discussions and dramatizations are also used.

There are some apparent short comings in teaching through TV. They are as follows :-

1. Instructions at TV generally follow the class room procedure.
2. Instructional broadcasters often copy the techniques of commercial TV producers.
3. TV medium has a passive nature.
4. There is lack of interaction among TV teachers, class teachers and students.
5. It may decrease the amount of autonomy of local authorities.

But inspite of the above mentioned draw bac's the immense utility of TV in educational field can not be questioned.

In USA TV rose during the late 1940's and became popular by 1948. At present most part of school as well as outside school education is imparted through TV. Other countries of the World are leading fast towards the use of TV for educational purposes. UNESCO world communications New York. UNESCO 1964 page 34 says :

" --- The world total of receiving sets in use today hovers around 130 million mar- and 2380 transmitters are beaming programs on every continent. In Europe alone there are 1160 transmitting stations and live broadcasts from Moscow to London and vice verse are not uncommon."

Developing countries like Brazil Mexico Guatemala, Ivory coast and Kenya are using TV for eradicating illiteracy. TV is also used for imparting formal education in may countries.

Those that do not possess trained teachers and school buildings in sufficient numbers and lack other teaching instrument have resorted to TV to compensate the deficiency. Advanced countries like U.S. and Japan continue to use TV for supplementing and enriching the class lessons. TV has also been used for imparting vocational and technical training to students and adults alike.

In India the use of TV for educational purposes is almost in its initial stages. It is only in Delhi and Bombay ^{that} this medium is being used for school broadcasts. Approximately 500 schools in Delhi and about 500 in Bombay and Poona have TV sets. Broadcasts designed for middle and high school students are mostly in the regional languages. A few English broadcasts are also some times included. They did not follow the enrichment policy but were based mainly on the courses prescribed in the curriculum. In the beginning Delhi schools were not fully equipped -

for science teaching so the demonstrations on TV with better equipments were watched by the students with loving interest. But today the TV lessons are not so popular only because the class room technique is still used.

There are 450 million people living in our villages. Most of them are poor and illiterate. So villages without schools can be served by TV sets with teaching assistant so that elementary education can be given to children even before schools can be built in their villages. The same TV sets could very well be used to help adults to become men of letters. It is also said that only half the primary school teachers in India possess a high school diploma. The village TV set could be used to improve the class room teaching. It is true that TV is a very expensive medium of teaching but its utility is beyond measure. Therefore our Government, be it in phase, must try its best to expand TV net work through out the length and breadth of the country so that illiteracy may be -

rooted out and students be fully benefited in
their pursuit of knowledge. Doordarshan is no
doubt performing its duties and responsibilities
in the domain of education sincerely.

INTERNATIONAL EXCHANGE

It means that the recorded educational
programmes should be exchanged among friendly
countries with a view to develop understanding
and share each others experiences. Australia
exchanges its programmes with voice of America,
BBC and CBC freely. Apart from this exchange of
bulletins and pamphlets are also made from time
to time CBC exchanges its programmes with American
Schools of the Air, BBC, Australia and UNO. India
also exchanges its programmes with ABC, BBC and
USA but they are rare. This is a very healthy
practice and it must receive the immediate attention
of AIR authorities.

F U T U R E P L A N S

Progress in any field can never reach the optimum point because it is an ideal and unachievable. Hence there is always room for improvement. Even advanced countries like USA, Canada, West Germany, France, Australia, Japan & U.K. are constantly engaged in making improvement in their school broadcasts both in their content and form.

In Australia attempts are still in progress to better the scripts, editing and production. Besides this, authorities are deeply concerned with improving the National relay at a high level of material and presentation.

In Canada, inspite of several defficulties the CBC has made it a point to improve the standard of production of school broadcasts and at the same time it wants to launch many long term planning of future programmes. The education authorities want to make the radio lessons more curriculum oriented.

They also want to enrich visual aids and extend international exchanges as much as possible.

BBC with the help of audience research is constantly making strides towards improvement in the field of school broadcasts. Its object is to bring about a perfect and profitable coordination between school broadcasts and class room teaching.

India is a developing country, but its ambitions are very high. It has set before itself the object of making school broadcasts universal and meaningful. The main role of broadcasting in this country is primarily to break through the barrier of apathy and create enthusiasm for school broadcasting to reach the small village schools whose students are generally deprived of well equipped laboratories, libraries, films and other means of mass education AIR with all its limitations and difficulties is leaving no stone unturned in making school broadcasts a success.

Delhi, Bombay, Madras and Calcutta are living examples. The National council for school broadcasts with representatives of AIR and of the Ministry of Education, the National council for Educational Research and Training and of associations of teachers is actively busy in laying down the policy and plans for school broadcasts for the country as a whole.

SCHOOL BROADCASTING IN PROFESSIONAL TRAINING

It is very lamentable that school broadcasting organization has paid little or practically no attention towards the vocational or professional training of the students not only in India but also in many of the lands lying beyond the shores of this sub-continent.

United States of America is perhaps the only country where local radio stations put out lectures, talks and interviews on the courses of professional studies in a regular and systematic manner. U.K., West Germany, Canada and Japan are -

following suit. In our own country it has not yet practically set a foot. Therefore it is the duty of AIR to prepare and put out radio lessons for students of Indian Technical Institutes, Polytechnics, Medical Colleges, Engineering Colleges, Educational Training Colleges and Indian Institutes of Technologies over and above. These school broadcasts will not only help them in improving their professional efficiency but also create in them a zest for life. For students of secondary schools too school broadcasts dealing with the importance and utility of professional courses of study will prove to be of immense benefit. Therefore, let us hope that the authorities of AIR and technical education will pay full attention towards the preparation and execution of school broadcasts for professional training.

CHAPTER - VII



SCHOOL BROADCASTS IN INDIA

ITS HISTORICAL BACKGROUND

THE AIMS OF SECONDARY EDUCATION IN A SECULAR
COUNTRY LIKE OURS?

THE ROLE PLAYED BY SCHOOL BROADCASTS

TO REALISE THE EDUCATIONAL AIMS.

THE PITFALLS AND BARRIERS IN THE WAY OF RADIO
BASED EDUCATION AND MEASURES TO OVERCOME THEM.

THE TYPES OF RADIO LESSONS IN VARIOUS AREAS AND
THEIR GRADING.

WORK DONE BY DIFFERENT AGENCIES

IN THIS FIELD AND THE RELATED ONES

BOTH IN INDIA AND ABROAD

UTILITY AND EFFECTIVENESS OF SCHOOL

BROADCASTS IN THE SECONDARY SCHOOL

EDUCATION OF OUR COUNTRY.

SCHOOL BROADCASTS IN INDIA

ITS HISTORICAL BACKGROUND :

School broadcasting in India has a long past. It is still struggling to have a firm hold in the domain of education. As early as in 1927 two years before the setting up of ephemeral Indian Broadcasting Company, the Madras corporation had a transmitter and programmes in Tamil, were put out for the pupils of local primary schools. The Indian Broadcasting Company was duly established in the year 1929. School broadcasts of occasional and informal character were transmitted from Bombay. The company was soon replaced by the Indian State Broadcasting Service and in November 1932 Calcutta Station of All India Radio was the first to broadcast school programmes on a regular basis. Any way soon after their start they were held in abeyance. In 1936 the Department of Broadcasting was instituted and ~~it~~ it decided to close down school broadcasts in favour of more money yielding

and popular types of programmes. In the year 1936 the Indian State Broadcasting Service was rejuvenated. The demand of All India Radio for the revival of school broadcasts, appeared again and in 1937 the University of Calcutta and the Deptt. of Education, Bengals jointly requested the All India Radio to restart school broadcasts. Consequently in November of the same year Calcutta Station started half hour programmes for schools twice every week.

The All India Radio, both in the matter of working and policy, set before itself the ideals of BBC. Like BBC its prime mission was to inform to educate and to entertain over and above. The popularity of school broadcasts, increased by leaps and bounds. Therefore it was decided to embark upon school broadcasting without insisting on the installation of radio sets in school as the condition before putting out educational broadcasts to schools. Almost all the stations of AIR were requested to draw up the programmes of -

school broadcasts in close collaboration with the authorities of State education departments for the term October 1938 to March 1939. Delhi, Bombay Calcutta, Madras, Lucknow, Lahore, Peshawar, Dacca and Tiruchi started putting out radio lessons for schools. Pamphlets, giving details of the programmes were published and given away scott free to schools. Two to five, 20 to 30 minutes programmes were transmitted every week. They were prepared mainly for two age groups - for juniors (11 to 13) and for seniors (14 to 16). The following sample schedule as given by Mr. Narendra Kumar, throws much light on the pattern :-

(1)	Subject	Series	No. of programmes in one Academic year	For Age Group
(a)	History	Sources of Indian History	4	Seniors
(b)	Geography	Along the coast of Asia	5	Juniors

(1) Educational Radio In India By Mr. Narendra - Kumar published in 1967 By Arya Book Depot, New Delhi-5, Page 9 & Para 1.

(c)	Literature	Versified Stories	6	Juniors
		Memorable scenes from Literature	3	Seniors
(d)	Nature - Study	Animals our friends and foes	4	Juniors
(e)	Civics	Our State at work	3	Seniors
(f)	General	Debates and Decla- mations	4	Srs/Jrs.
		Bac'ground to the News	3	Srs/Jrs.
		Topical News	3	Srs/Jrs.
		Science News	4	Seniors
		Group Discussions	3	Seniors

(2) " The educational objectives of the school broadcasting service were defined thus " What the radio endeavours to concentrate on is --

(a) topics which will be found useful in widening the mental horizon of the students but which do not fall within the four corners of the syllabus, and

(2) Report of the Progress of Broadcasting upto 31st of March 1939 Government of India, Page 35.

(b) Such subjects of school as can not be adequately dealt with in an average institution owing to the difficulties of the school system, such as lack of time or the intellectual limitations of an average teacher."

In fact the main aim was to provide enrichment programme to the majority of students. Frederic Usillis in his famous book entitled "Widening Harizon" expresses almost similar views when he says :-

" I like to think of education by radio as a timely, vital, dramatic thing, a system of learning or acquiring more information, a means of Widening ones harizon or enriching ones life or breaking down prejudice through inspiration and not perspiration, education by desire and not by discipline and pattern of swiftly changing pictures and events with keen interpretations, not static-formulas, but a moving panorama of the world in which we live right now while we are living in its not a dreary drill of text books and dates.

In short, I feel, that one of Broadcastings most helpful contribution to education and one of its responsibilities to itself and to its listeners is the popularizing of education itself."

The second world war broke out in 1939 and as a result school broadcasts could not have much attention from the organization. Yet some remarkable developments took place in the educational use of mass media. New recruits had to be trained within short period, hundreds of teachers also joined the army and school children were shifted from big towns to safer areas. The civilian people had to be given training in first aid and air raid precautions. To meet these challenges Broadcasting Organization had to curtail many of the educational programmes relevant to the school stage.

AFTER INDEPENDENCE :-

With the dawn of independence of the country in 1947, a number of turning points in the development of the school broadcasting service ~~appeared~~ appeared

Upto 1951 there was no clear cut distinction between school licences and the licences for domestic use. It was also not known how many schools were in possession of radio sets. The same year it was decided to reduce the licencing fee for schools from Rs. 15/- to Rs. 3/- per year. The data of school licences in force are available and they throw much light on the acceptability of educational programmes by schools. In the year 1951 only 2,380 schools possessed radio receiving sets. The next year registered a marked increase of 600 licences. In 1953 the number shot up to 3,830 thus, registered a further increase of 858. Over the years, a definite increase in number of licences has been constantly gaining impetus. In 1956, 8,296 licences were in force and by 30th of September 1958 their number had risen to 10,878. This shows that the number of receiving sets had gone up to nearly five times of what it was in the year 1951.

Mr. C.L.Kapoor tells us about the role of school broadcasts during second five year plan thus :-

(3) § In the second Five Year Plan, the Union Ministry of Education has a scheme providing fifty percent subsidy to state Governments undertaking to equip schools with radio receiving sets and speakers in class rooms. The Ministry of Education has also set up the Audio visual Education section and the National Board of Audio Visual Education, on which AIR is represented by Chief Producer of Educational Programmes."

Actually in 1956 a Chief Producer for Educational Broadcasts was appointed in the AIR Directorate to ensure proper and close coordination among various AIR stations originating school broadcasts and to organize systematic Listening in schools.

(3) Radio In School Education By Mr. C.L. Kapoor published by the Manager of Publications Delhi 1961 (Page 6-7 and Para 2).

Mr. C.L. Kapoor adds :-

(4) " But increase in the number of school licences in force, by itself, does not tell the whole story. Surveys conducted recently by AIR reveal that a considerable percentage of the receiving sets in schools are lying derelict, and even those in good state of maintenance and repairs, are not being fully utilized. Another thing that must be taken into account in any assessment of listening in schools is the number of class room filled with loud speakers. Poor acoustics make listening to broadcasts less effective and less pleasant, and it is necessary to have at least one room acoustically treated to organize listening to school broadcasts. Only programmes of common interest can be practically listened to, in assembly hall."

(4) Ibid . Page 7 and Para 1.

These days broadcasts are put out in 13 languages and plans for extending the service to Kashmir and Orisa are under way. That will necessitate programmes in Oriya, Kashmiri and Dogri. School broadcasting service of AIR is much extensive. More than 40 hours of air time are given every week to school broadcasts and about 30 supervisors, programmes assistants, Asstt. producers and staff artists are directly employed on a full time or part time basis, in the planning preparation and production of these broadcasts.

School broadcasts are generally addressed to the students of Secondary Schools. In Bengal they are confined to the VI, VII and VIII classes of the Middle standard of the Secondary Schools. In Delhi programmes are aired for VI, VII, VIII, IX and X classes. Madras is the only station that has attempted programmes for the Primary Schools.

There is no gain saying the fact that listening habits can best be formed in the early years of the students life. Therefore primary schools must be equipped with radio receiving sets or else proper listening can not become an integral part of class room activity in secondary schools.

At present programmes for schools originate from fourteen stations and are relayed from other seven, giving in a total of 21 stations as enumerated below; Delhi, Bombay, Calcutta, Trivandrum, Patna, Luc'now, Nagpur, Madras, Ahmedabad, Hyderabad, Jullundur, Bangalore, Gauhati and Jaipur are originating stations while Poona, Raj'ot, Kozi kode, Allahabad, Tiruchirepalli, Baraoda, Vijayavada are relaying stations. This is in brief the History of school broadcasts in our country. It beyend ² but the 'little done' should not give us a sense of satisfaction and ma'e us forget the 'undone vast'.

THE AIMS OF SECONDARY EDUCATION IN A SECULAR
COUNTRY LIKE OURS

India is a secular and democratic country. There is absolutely no room for autocracy or dictatorship. Therefore, the aims and objectives of secondary education should be such as to promote the cause of secularism and democracy to its optimum limit. Mr. Kamla Pati Tripathi - ex-Minister for Home Education and Information U.P. Government in his Foreword to History of Secondary Education in U.P. by Dr. Moti Lal - Bhargava, dated 11th September 1958 says about the aim of education :-

(5) " One of the great obligations of democracy is to provide equality of opportunity to all.

Universal education is necessary in democracy not only for the development of the individual as a -

(5) Fore word by Mr. Kamla Pati Tripathy to the book History of Secondary Education in U.P. by Dr. Moti Lal Bhargava, Published on 2nd - October 1958 (Page 1 & Para 1).

whole and for the application of trained intelligence and creative imagination to the solution of social and administrative problems of the country but also for contributing directly and specifically towards international understanding and cooperation."

This is really a lofty aim worth achieving with the succour of secondary education in our country. Mr. C.N. Chakravarty, ex-Director of Education U.P. in the Preface of the book entitled History of Secondary Education in U.P. by Dr. Moti Lal - Bhargava, has thrown a flood of light on the aims of secondary education. He says :-

(6) " Secondary Education is a very significant stage in the education of child. It confirms the rudiments acquired in the early years and prepares the ground for further achievements. The child also begins to find himself. His talents are discovered and his future course determined. The vitality and vigour of a nation's education, therefore, depends on the tone of its secondary education."

(6) Ibid. Para - 1 & 11.

" Any attempt, therefore, that is made to organize secondary education by receiving its growth and progress through the years and sifting the grain from the chaff, is an attempt in right direction. While we are envisaging in the years to come, free secondary education for all, it is time that we become more definite as to the content of education that we should like to impart, its aims objectives and processes. Its importance in India today is perhaps greater than ever, for we have to give an education that may liberate energies and liberalize the mind. It must suit the changed conditions and produce well adjusted individuals -----."

If school broadcasts succeed in fulfilling the above mentioned aims, our country will without fail, become as great and prosperous as the honourable framers of our constitution desired and dreamed of its becoming.

As early as in 1939 Shri Acharya Narendra -
Deva the Chairman of the Primary and Secondary
Education Reorganization Committee had described
the ~~xx~~ aims and objectives of secondary education
in the following words :-

(7) " The level of national life should be
raised, people should be taught to think freely
and to govern their wills. They should be further
taught to appreciate the spiritual values of life
and to realise in their own lives the high aims.-
of human endeavour. Democracy if not guided by
intellect and principles of right conduct is bound
to go the wrong way and to lead to ~~undesirable~~ undesi-
rable results. It is, therefore, absolutely nece-
ssary that we should give the right direction to
education and to train up young children to be
free and self governing individuals so that they
may try to follow in their lives the high principle
of freedom, self government, peace and cooperation."

Mahatma Gandhi, the father of our Nation.

He believed that the aim of all education should be to promote self as well as Not Self. In his famous Autobiography at page 413 he says :-

" To develop spirit is to build character and to enable one to work towards a knowledge of God and self realization. And I hold that this was an essential part of the training of the young and that all training without culture of the spirit was of no use, and might be even harmful. He once wrote to Mani Lal (one of his sons)

" Character building should be the main task of the human race. Rest assured that your services into others will not be wasted."

Hence, it is quite obvious that to Gandhi ji the true aim of education was " a knowledge of God. and self realization. He considered it to be the sum and substance of life. To The Students Page 107 he says " The end of all knowledge must be the building up of character." For Gandhiji schools

and colleges are nothing but factories for character building. Parents send their sons and daughters to them so that they may become good men and women. Such a view was quite in tune with the ancient ideal of education that -

(8) " mere intellectual development, without the development of character, learning ~~skills~~ without piety, proficiency in the sacred law with a deficiency in the practices it implies, will defeat the very end of studentship."

Gandhiji's wishes and efforts resulted in evolving :-

(9) " a system of free and compulsory education for the masses which would be better integrated with the needs and ideals of its national life and better able to meet its pressing demands."

(8) Ancient Indian Education by Radh Kumud Mukarji (Page 205).

(9) Haryan 1937 wardha - Gandhiji opening speech at the Educational conference, published in 1936-37.

Report of the Secondary Education Commission
1882-83 Chapter III Reorientation of Aims and
objectives page 28 says :-

" The special function of secondary schools,
is to train persons who will be able to assume
responsibility of leadership - in the social ,
political ~~and~~ industrial or cultural fields -
in their own small groups of community or locality."
The secondary school must equip pupils "adequately
with civic as well as vocational efficiency."
Students must not come out of secondary schools
as "helpless, shiftless individuals who do not
--
know what to do with themselves."

--
Late Dr. Za'ir Husain has put almost the
same thing in an eloquent and philosophical style.
He says :

(10) " Education is the individualized subjective
revivification of objective culture. It is the
transformation of the objective into the subjective
mind. It is an individually organized sense of -

(10) Sardar Vallabh Bhai Patel Lectures, Educational
Reconstruction In India Dr. Za'ir Husain 4th
Series Broadcast over AIR, December 1958.

values awakened by goods of culture which are embodiments of values accessible in experience to the person concerned."

Such are the magnificent aims of Secondary Education, which if realised, would go a long way in making our students, ideal citizens of our secular and democratic country.

The Role Played by School broadcasts to realise the Educational Aims without very much changing the existing Pattern of Secondary Education in our Country.

The role of school broadcasts in realising the aims set by secondary education is of paramount importance. It has to achieve its object without bringing about a radical transformation in the present pattern of secondary education in our Country.

" The Third EBU International Conference on Educational Radio and Television held in March 1967 defined educational broadcasts thus :-

(11) " The educational nature of programmes must notably be characterized by :-

- (a) the objectives pursued, aiming at the systematic acquisition or improvement of knowledge;
- (b) continuity of action as the didactic objectives can only be attained through regular and progressive programming;
- (c) the complementary means employed as programmes must, in principle, be accompanied and seconded by supporting documents ;
- (d) reception conditions, whether reception is individual or collective, supervised or not it must be active, even confirmed by examinations if possible and at all events the results must be supervised and checked."

All India Radio can play a very important part in getting the above mentioned educational objectives fulfilled. Mr. Narendra Kumar says :-

(11) Educational Radio in India by Narendra Kumar
Page 7 & Para 2.

(12) " All India Radio also has set before itself the triple objectives, to inform, to educate and to entertain." --- AIR spends less than 2 percent of the broadcasting time on educational broadcasts. Likewise the educationists ^{to} still regard broadcasting as a sort of diversion or a frill. This is amply reflected in the fact that the Indian Education Commission has devoted hardly a couple of paragraphs on the utility of mass media in Education."

This is really a very sad tale to tell. Such an important thing as school broadcasts, has not been given so much attention and care as it deserves. There is not much need of being disappointed at this junction ^{with} as by and by school broadcasts are becoming more popular and closely linked with the syllabus of secondary schools. AIR stations of Delhi, Bombay, Calcutta, Madras and Hyderabad are rendering woman's service in this field.

(12) Ibid. Page 8 and Para 1

The Andhra Pradesh Education Department has recently made it compulsory for schools to listen to radio programmes as broadcast from Hyderabad. As a result very useful radio lessons are put out regularly for secondary schools in the state.

Purpose of school broadcasts is to set up standards of speech and help improve the performance for teachers and taughts alike. They should also remove some of the shortcomings of over regulated and over graded schooling. They must give something fresh in the way of information and treatment. School broadcasts should be developed round an interest or a real life or a near life situations and experiences. They have to be life centred and not merely subject centred. Their purpose should be to promote larger and deeper understanding, to give habits of observation, to stimulate enquiry and investigation and to vitalize imagination over and above. They ought to wipe out the narrow outlook prevalent in schools.

By examining the school broadcasts from Bombay for the term 20th November 1957 - 18th March 1958 we see that such subjects as Nature ~~and~~ study Science and community History, Geography, language and literature are covered. Apart from these there are general broadcasts also. There is a kind of balance between different subjects. Straight talks, dialogues, discussions, illustrated talks and features, each in their own way, lend charm, colour, force and life to radio lessons for secondary schools.

A question crops up if broadcasts to schools be tied up strictly to the syllabuses and courses of study. The answer is not far to see. Syllabuses are not ends in themselves. They are only means to help the students to grow to the fulness of stature by the exercise of his innate facilities. They are devised to offer some disciplines and give certain skills. They should ~~enable~~ enable the pupils to discover more about the world and themselves.

School broadcasts are expected to adjust themselves according to the school curricula and not replace it altogether. Only radiogenic subjects such as general ~~xxx~~ science, science in relation to social needs, physical sciences eg physics, chemistry, botany, zoology suit well to the radio medium. But broadcasting can not serve very useful purpose in the case of laboratory experiments and library works. In other words still subjects are not radiogenic. There should be a harmonious link between school broadcasts and school curricula. Calcutta is trying out the idea of relating radio lessons to the class by class needs of the syllabuses for schools in West Bengal and let us hope that the results would be satisfactory.

Text books alone can not give the students all that they need. They only accord texts for lessons and occasions for teachers to draw upon their own experience and store of ~~xxxx~~ knowledge to illustrate the learning processes that lead to wider understanding and assimilation of propositions.

Similarly school broadcasts depend very much on the efficiency and imagination of teachers. Listening in class room is better than combined listening in auditorium because latter spoils the class room atmosphere which is a must for useful learning.

School broadcasts for secondary schools in Delhi are very regular and systematic. They are trying their best to achieve the desired objectives ~~for~~ of education. A few school broadcasts programmes schedules will suffice to testify to the fact.

स्कूल ब्राडकास्ट
आकाशवाणी के कार्यक्रम तथा विद्यालयों से पाठ्यक्रम का ताल-मेल
1972-73

सातवीं कक्षा के लिए
विषय - हिन्दी

वर्षा सत्र सन् 1972

दिनांक	कक्षा कार्य क्रम	आकाशवाणी कार्यक्रम	
17 जुलाई से 29 जुलाई तक	प्रार्थना अस्थिदान में तो किसान बनूंगा सरिता का जल	27-7-72 आकाशवाणी कार्यक्रम दक्षीन का त्याग	1
1 अगस्त से 2 अगस्त तक	जगमग दीध जले वाङ का शिकार कैरल का उल्लास पर्व अनम	5-8-72 आकाशवाणी कार्यक्रम वाङ का शिकार	2
7 अगस्त से 12 अगस्त तक	माँ कह एक कहानी ईश्वर अल्लाह तेरे नाम	12-8-1972 (1) आकाशवाणी कार्यक्रम राष्ट्रगान (2) स्वाधीनता दिव का महत्त्व	3
14 अगस्त से 19 अगस्त तक	व्यायाम निबन्ध लेखन	19-8-1972 आकाशवाणी कार्यक्रम गृन्निव अलैम्पिक और हाकी	4
21 अगस्त से 26 अगस्त तक	राविन्सन ब्रूसी व्याकरण	26-8-1972 आकाशवाणी कार्यक्रम राखी की लाज (स्मृक)	5
28 अगस्त से 2 सितम्बर तक	मैरा बचपन जायसी	2-9-1972 आकाशवाणी कार्यक्रम जायसी और उनका पद्मावत	6
4 सितम्बर से 9 सितम्बर तक	ईसामसीह हीनहार विरवान के होत चीकने पात	आकाशवाणी कार्यक्रम माँ कह एक कहानी	7

<u>दिनांक</u>	<u>कक्षा कार्यक्रम</u>	<u>आकाशवाणी कार्यक्रम</u>	
11 सितम्बर से 16 सितम्बर तक	जापान की रेलगाड़ी हम पंक्ति में क्यों खड़े हैं	16-9-72 आकाशवाणी कार्यक्रम शुद्ध हिन्दी	8
18 सितम्बर से 23 सितम्बर तक	परीक्षार्थ	23-9-72 आकाशवाणी कार्यक्रम आधुनिक विमान	9
25 सितम्बर से 30 सितम्बर तक	दोहा दशक ईदगाह हम पंक्ति में क्यों खड़े हैं	30-9-72 आकाशवाणी कार्यक्रम व्यायाम	10
2 अक्टूबर से 7 अक्टूबर तक	अमर कंटक नदी की आत्मा	7-10-72 आकाशवाणी कार्यक्रम पिरा नया बचपन	11
14 अक्टूबर से 21 अक्टूबर तक	शरत कालीन अवकाश		
<p>शरतकालीन सत्र सन् 1972 =====</p>			
23 अक्टूबर से 28 अक्टूबर तक	हम पंक्ति उन्मुक्त गगन के बहिरी सुनी मृत्ति घुमि बीले आधुनिक विमान अफ्रीका के बीने	23-10-72 अवकाश 28-10-72 आकाशवाणी कार्यक्रम शब्द प्रयोग	12
30 अक्टूबर से 4 नवम्बर तक	अमर शहीद चन्द्रशेखर आजाद सरदार बलभ भाई पटेल	4-11-72 आकाशवाणी कार्यक्रम अन्त्याक्षरी	13
6 नवम्बर से 11 नवम्बर तक	गोपाल कृष्णगोत्रले परीक्षा अजामुल्लाह खाँ	11-11-72 आकाशवाणी कार्यक्रम सरदार पटेल	14
13 नवम्बर से 18 नवम्बर तक	मातृ भूमि का मान विवेकानन्द	18-11-72 आकाशवाणी कार्यक्रम पक्षियों का जीवन	15

20 नवम्बर से 25 नवम्बर तक	मेरा प्रिय खेल हाकी पक्षियों का जीवन	25-11-72 आकाशवाणी कार्यक्रम स्वामी विवेकानन्द	16
26 नवम्बर से 2 दिसम्बर तक	पथ की पहचान तामसेन सूर्य के प्रकाश के स्रोत	2-12-72 आकाशवाणी कार्यक्रम काकी (स्वक)	17
4 दिसम्बर से 9 दिसम्बर तक	काकी निबन्ध लेखन चित्तूर की रानी चेम्पा	9-12-72 आकाशवाणी कार्यक्रम विद्यार्थियों की लेखनी से मौलिक लेख	18
11 दिसम्बर से 16 दिसम्बर तक	हाथियों के कैम्प में लोहड़ी संग्रान्ति और पौंगल	16-12-72 आकाशवाणी कार्यक्रम पथ की पहचान	19
18 दिसम्बर से 23 दिसम्बर तक	हाथियों के कैम्प में परीक्षा और शीतकालीन अवकाश	23-12-72 शीतकालीन अवकाश	
<p>शीतकालीन सत्र सन् 1973 =====</p>			
25 दिसम्बर से 1 जनवरी 1973 तक	शीतकालीन अवकाश	30-12-72	
1 जनवरी से 6 जनवरी तक	युगावतार गान्धी खर कस्तूरबा गान्धी	6-1-1973 आकाशवाणी कार्यक्रम युगावतार गान्धी	20
8 जनवरी से 13 जनवरी तक	साइकिल की सवारी शक्ति और क्षमा लोकमान्य तिलक	13-1-73 आकाशवाणी कार्यक्रम गुप्तकाल	21
15 जनवरी से 20 जनवरी तक	कमला निबन्ध लेखन अब्राहम लिंकन	20-1-73 आकाशवाणी कार्यक्रम अब्राहम लिंकन	22

21 जनवरी से 27 जनवरी तक	तठी षथि गाँधीव संधाली महरोली के अस पास	27-1-73 आकाशवाणी कार्यक्रम महरोली के अस पास	23
29 जनवरी से 3 फरवरी तक	मोना माटी व्याकरण नागा प्रदेश	3-2-73 आकाशवाणी कार्यक्रम गीता का उपदेश	24
5 फरवरी से 10 फरवरी तक	जुमन डा० हीमी जहाँगीर भाभा	10-2-73 आकाशवाणी कार्यक्रम बन्धुशेखर आनंद और दुमरे क्रांतिकारी	25
12 फरवरी से 17 फरवरी तक	पिता का पत्र पुत्र के नाम गुप्तकाल	17-2-73 आकाशवाणी कार्यक्रम मातृभूमि का मान(नाटक)	26
19 फरवरी से 24 फरवरी तक	अशोक वटिका में सीता आप चाय धिये	24-2-73 आकाशवाणी कार्यक्रम मोना माटी	27
26 फरवरी से 3 मार्च तक	अकबर	3-3-73 शिवरात्रि अवकाश	
5 मार्च से 10 मार्च तक	कृषिकेश पुल	10-3-73 आकाशवाणी कार्यक्रम अन्तर्द्वारी	28
12 मार्च से 17 मार्च तक	महाकवि कालिदास अकबर	17-3-73 आकाशवाणी कार्यक्रम महाकवि कालिदास और उनके काठ नाटक	29

आकाशवाणी के छात्रीय कार्यक्रम

आठवीं कक्षा के लिए

सामाजिक ज्ञान

कार्यक्रम की तालिका

जुलाई 1974 से फरवरी 1975 तक

26 जुलाई

हमारे मित्र राष्ट्र (1)

यूनाइटेड किंगडम

2 अगस्त

हमारी खनिज सम्पत्ति (1)

कोयला

9 अगस्त

हमारे मित्रराष्ट्र (2)

पूर्वी और पश्चिमी जर्मनी

16 अगस्त

स्वाधीनता संग्राम की कहानी (1)

अठारह सौ सत्तायन का स्वाधीनता संघर्ष

23 अगस्त

हमारी खनिज सम्पत्ति (2)

पेट्रोलियम

30 अगस्त

हमारे मित्र राष्ट्र (3)

यूगोस्लाविया

6 सितम्बर

प्रश्नोत्तरी

13 सितम्बर

हमारी खनिज सम्पत्ति (3)

यूरेनियम और थोरियम

20 सितम्बर

हमारे राष्ट्र के ये रक्षक (1)

स्यल मैना

27 सितम्बर
परिक्षा

4 अक्टूबर
हमारे मित्र राष्ट्र (4)
सोवियत संघ

11 अक्टूबर
स्वाधीनता संग्राम की कहानी (2)
स्वतन्त्र मेरा जन्मसिद्ध अधिकार है

18 अक्टूबर
शरत अवकाश
21 से 25 अक्टूबर तक शरत अवकाश

1 नवम्बर
स्वाधीनता संग्राम की कहानी (3)
सत्याग्रह आन्दोलन

4 नवम्बर
हमारे ये रक्षक (2)
ताशु सेना

15 नवम्बर
भैरव दूज का अवकाश

22 नवम्बर
स्वाधीनता संग्राम की कहानी (4)
भारत क्रीड़ा आन्दोलन

29 नवम्बर
गुरु नानक जयन्ती अवकाश

6 दिसम्बर
आज की दुनिया

13 दिसम्बर
हमारे ये रक्षक (3)
नव सेना

20 दिसम्बर
परीक्षा

27 दिसम्बर
शीत अवकाश
31 दिसम्बर तक

3 जनवरी
लात लाजपतराय

10 जनवरी
हमारे पड़ोसी देश (1)
बंगला देश

17 जनवरी
पंजाबी षचतर्षयि योजना

24 जनवरी
नेताजी सुभाष चन्द्र बोस और
राष्ट्र गान का अध्यास

31 जनवरी
प्रश्नोत्तरी

7 फरवरी
हमारे पड़ोसी देश (2)
नेपाल, भूटान और सिक्किम

14 फरवरी
बढ़ती आवादी की समस्या

21 फरवरी
हमारे पड़ोसी देश (3)
श्री लंका

28 फरवरी
प्रश्नोत्तरी

All India Radio

School Broadcast English for IX class

(AIR Station New Delhi)

1976-77

Week-Wise Syllabus

Class IX (1976-77)

Summer Timings 10.15 A.M. to 10.35 A.M.

5.20 P.M. to 5.40 P.M.

Winter Timings 10.35 A.M. to 10.55 A.M.

5.20 P.M. to 5.40 P.M.

Week	Date	Class Work	Radio Period
1	1-8 May	15th of August English course Lessons(1)	No Radio Lesson
2	10-15 May	Exercise on Ec lesson(1)	No Radio Lesson
SUMMER BREAK 16 MAY to 14 JULY 1976			
3	15-17 July	Exercise on Ec lesson(1) contd	No Radio lesson
4.	19-24 July	Day Break(Poem 1) Andy Rooney I	Radio lesson No. 1 24 July
		(EC lesson 2) com- prehension Exercise on Part I	Day Break

Week	Date	Class Work	Radio Period
5	26-31 July	Andy Rooney -II Ec Lesson 2 Exercise on Ec Lesson 2 Part H	Radio Lesson 2 31th July Andy Rooney
6	2-7 August	Exercise on Ec lesson 2	Radio Lesson 3 7th August Revision of structures from Ec lessons 2
7	9-14 August	A Legend from Greece Eng. Reader Lesson 1 coromondel Fishers (Poem 2)	Radio Lesson 4 14th August composition
8	16-21 Aug.	Writing of composi- tion The Sheik's White Donkey (Ec Lesson 2) Exercise on ER Lesson 2	Radio Lesson 5 21st August The Sheik's White Donkey.
9	23-28 Aug.	From Balloon to Aero- planes Ec Lesson 37 Exercises on page 35, 36 Exercises on Ec Lesson 3	No Radio Lesson.
10	30 Aug. to 04 Sept.	Exercises on Ec Lesson 3 (contd.)	Radio Lesson 6 4th Sept. Revi- sion of struc- tures from Ec Lesson 1, 2 & 3.

Week	Date	Class Work	Radio Period
11	6-11 Sept.	From Balloons to Aeroplanes (Ec Lesson 4 Exercises on Ec lesson 4)	Radio Lesson 7 11 Sept. From Balloons to Aeroplanes.
12	13-18 Sept.	Exercuses Ec Lesson 4 (contd)Elly on the death of a Mad Dog(Poem 3)Revision	18 September No Radio Lesson.
13	20-21 Sept.	Periodical Tests 18 th 21 Sept Autumn Brea th 22 Sept - 20 Oct. 1976	25 Sept. No. Radio Lesson
14	4-9 Oct.	There was a Lady in the West (Poem 4) Mothers of the Wild (ER Lesson 5)	Radio Lesson 8 9th October Mothers of the Wild.
15.	11-16 Oct.	Raja Jai Singh (Ec Lesson 5)	Radio Lesson 9 16 October composition
16	18-23 Oct.	Writing of composition. Exercises on Ec Lesson 5	23 October No Radio Lesson
17	25-30 Oct.	Exercises on Ec Lesson 5(contd.)	Radio Lesson 10 30 October Raja Jai Singh
18	1-6 Nov.	Eggs for Prof. Agassiz Er Lesson 4 The Discovery of Pencillin Ec Lesson 6	6 November No Radio Lesson

Week	Date	Class Work	Radio Period
19	8-13 Nov.	Ec Lesson 6 (contd) Exercises on Ec Ex. on Lesson 6	Radio Lesson 11 13 November The Discovery of Penicillin
20	15-20 Nov.	Exercises on Ec Lesson 6 (Contd.) Aspring Morning Poem (5)	Radio Lesson 12 20 November
21	22-27 Nov.	The Wonder of Coaltar (ER Lesson 5 Abou - Hassan Ec Lesson 7)	Radio Lesson 13 27 November composition.
22	29 Nov. to 4 December	Writing of composi- tion Ec Lesson (contd)	Radio Lesson 14 4 December Abou Hassan
23	6-11 Dec.	Exercises on Ec Lesson 7 The Mil' Maid (Poem 6)	Radio Lesson 15 11 December The Mil' Maid
24	13-18 Dec	Revision	Radio Lesson 16 18 December Revision of Structures from Ec Lessons 4-7
25	20-24 Dec.	Revision Perio- dical Tests 22-24 December	No Radio Lesson

WINTER BREAK

Week	Date	Class Work	Radio Period
26	3-8 Jan.	The Bride of Eleven (ER Lesson 6) The Bride of Eleven	Radio Lesson 17 Jan. 8, 1977 The Bride of Eleven.
27	10-15 Jan.	The Universe 1,11 Ec Lesson 8	Radio Lesson 18 15 Jan. 1977 The Universe.
28	17-22 Jan.	Exercises on Ec Lesson 8	Radio Lesson 19 22 Jan. 1977 Composition
29	24-29 Jan.	Writing of Composi- tion Exercises on Ec Lesson 8(contd)	Radio Lesson 20 29 Jan. 1977 Revision of structure
30	31 Jan.to 5 Feb.	Lady Clare(Poem 7) Mon'ey's of Simla ER Lesson 8	Radio Lesson 21 5 Feb. 1977 Mon'ey's of Simla
31	7-12 Feb.	Gandhiji as a Lawyer Ec Lesson 9)	Radio Lesson 22 12 Feb. 1977 Gandhi ji as a Lawyer.
32	14-19 Feb.	Exercises on Ec Lesson 9	Radio Lesson 23 19 Feb. 1977 Composition
33.	21-26 Feb.	Writing of Compo- sition Exercises on Ec Lesson 9(Contd.)	Radio Lesson 24 26 Feb. 1977 General Revision of Poem and ER Lessons.

Year	Date	Class Work	Radio Period
34	28 Feb. to 5 March	The Mysterious Painting 1 Ec Lesson 10	Radio Lesson 25 5 March 1977 General revision from Ec Lesson 1-10
35	7-12 March	Exercises on Ec Lesson 10 The Mysterious Painting 11 Ec Lesson 11	No Radio Lesson
36	14-19 March	Exercises on Ec Lesson 11) No Men are Foreign Poem 8)	No Radio Lesson
37	21-26 March	General Revision	No Radio Lesson
38	28 March to 2 April	General Revision	No Radio Lesson
39	4-4 April	General Revision	No Radio Lesson

Thus it is quite clear that AIR station New -
Delhi is playing a very important role in realising
the educational aims of secondary school education.
For the registration of listening school there is
definite form which must be duly filled and sent
to the Station Director AIR New Delhi.
The form is as under :-

स्टेशन हायरेक्टर
(राष्ट्रीय कार्यक्रम)
आकाशवाणी दिल्ली ।

आकाशवाणी केन्द्र दिल्ली

कार्यक्रम सुनने वाले विद्यालयों के लिए पंजीकरण प्रपत्र

स्टेशन हायरेक्टर
आकाशवाणी दिल्ली

महोदय,

आकाशवाणी के राष्ट्रीय कार्यक्रमों के संदर्भ में साथ हमारे विद्यालय
की भी श्रिता विद्यालय के स्व में पंजीकृत कर लें तो हमें प्रसन्नता हीगी ।

विद्यालय का नाम और पता :-

कक्षा	6	7	8	9	10
कात्र संख्या					
वर्ग संख्या					

रेडियो सेट कौन सा है :

लाउडस्पीकर है तो कितने हैं :

लाइसेंस नम्बर :

रेडियो किस कमरे में है :
(हाल में/कक्षा में आदि)

विशेष विवरण :

भवदीय,

दिनांक :

प्रधानाचार्य

AIR Station, Trivandrum issues the following registration form to institution which desire to be registered as listening schools :-

To

The Station Director,
All India Radio,
Trivandrum.

Sir,

With reference to your Educational Programmes for schools for the Winter, Autumn or Summer Term I shall be glad if you could register our school as one of the Listening Schools.

The required information is given as below :-

- (1) Name of the school and address : -----
- (2) Total number of the pupils in the school -----
- (3) Pupils in the 8th, 9th, 10th & 11th classes -----
- (4) Description of the receiving set -----
- (5) Licence number : -----
- (6) Extension Loudspeakers, if any -----
- (7) Description of the listening room -----
- (8) Teachers handling the broadcasts -----
- (9) Any other point -----

Yours faithfully

All India Radio Station, New Delhi sends an Evaluation Report Form to the principal of every listening school to be filled and returned to the officer concerned Aashvani New Delhi from time to time

It is as below :-

मूल्यांकन प्रपत्र के नमूने की प्रति
आकाशवाणी, दिल्ली

राष्ट्रीय कार्यक्रम मूल्यांकन - प्रपत्र

कृपया अपने उत्तर धर सही का चिन्ह -/ लगा दें ।

<u>क्रमा</u>	<u>विषय</u>	<u>प्रसार तिथि</u>	<u>प्रातः/सायं</u>
1-	प्रसार से पूर्व और बाद की चर्चा में कितना समय दिया गया - 5/10/15 मिनट		
2-	प्रसारित सामग्री उपयुक्त थी 0 अधिक थी 0 कम थी 0		
3-	ठीक ढंग से प्रस्तुत किया गया 0 बहुत तेजी से 0 बहुत धीरे 0		
4-	छात्रों के पाठ समझ में आ गया 0 बहुत तेजी से 0 बहुत धीरे 0 नहीं आया 0		
5-	छात्रों ने पाठ में ध्यान रखा 0 उपेक्षा से सुना 0		
6-	पाठ उपयोगी था 0 उपयोगी नहीं था 0		
7-	कार्यक्रम पुस्तिकाएं उपयोगी हैं 0 नहीं हैं 0		
8-	कार्यक्रम के बारे में आपकी सुझाव :-		

कक्षाध्यापक

६ प्रधानाध्यापक

विद्यालय

विशेष सूचना :-

मूल्यांकन प्रपत्र की अधिक प्रतियाँ निम्न घटे से मंगवाकर हमें अवश्य भेजे । इन मूल्यांकन पत्रों के साथ आपकी लिफाफे भी भेजे जायेंगे । जिन पर हाक टिकट नहीं लगाना पड़ेगा ।

श्रीता सम्पर्क अधिकारी

(राष्ट्रीय कार्य-कर्त्र)

आकाशवाणी, नई दिल्ली

In order to make school broadcasts more effective it is very necessary to set up School Broadcasts' s Listener's League. Mr. C.L. Kapoor suggests the following constitution and functions of the League.

- 13(a) " Every Station having a school Broadcasting Service may form a school broadcasts Listeners League.
- (b) Members --- The membership of the League will be open to listening schools on payment of an annual fee of Rs. 10/-. Every member school will form a member of Radio Clubs of its pupils. The members of clubs will depend upon internal facilities in the school, but normally a club may be of the size of one class and thus there may be several clubs in a listening school giving each group a field for organized listening and learning."
- (c) The Station Director of the Station concerned will be the ex-officio Chairman of the League.

- (d) The Senior Officer in-Charge of school broadcasting service at the station will be ex.officio Secretary.
- (e) The day to day administration of the League will be the responsibility of the Station - Director.
- (f) The League will have an Executive Committee consisting of the following :-
 - (i) Station Director (Ex-Officio Chairman)
 - (ii) One nominee of the Director of Public Instruction or the Director of Education of the State served by the Station.
 - (iii) In consultation with the Director of Education or the Director of Public Instruction of the State, the Station Director will select five nominees of listening schools.
 - (iv) If the number of institutional members exceeds two hundred, there will be proportionate increase in the representation of listening schools at the rate of one for every additional fifty.

F U N C T I O N S

1. The League will establish close liaison with listening schools and through them with Radio Clubs and will invite suggestions regarding the thought content and form of presentation of programmes .
Evaluation report blanks will be sent to members to obtain their comments and suggestions.
2. The League will produce folders, pamphlets, picture charts, film strips and other visual aids and distribute them free or sell them at concessional rates, to members. It will also make recordings of outstanding programmes for loan to schools which have arrangements for play back.
3. Members will be entitled to the use of literature available in the Station Library on the planning production and utilization of broadcasts.
4. The League will open an account with the State Bank of India or with any scheduled bank and the ex-officio secretary will act as the treasurer.

5. The account will be operated by Station -
Director.

6. The working of accounts of the League will be inspected by the Deputy Director General Inspection, who will submit report to D.G. AIR on the working and finances of the League. The Director of Public Instruction of the State will be kept in touch with the working of the League.

ASSOCIATE MEMBERS :-

7. Teachers parents educationists and educational administrators interested in school broadcasts, may on payment of annual fee of Rs. 2/- become associate members of the League. Associate Members will be entitled to receive imprinted publications of the League and will also give their comments on programmes, and suggestions and advice for their improvement.

There is no doubt that these leagues will prove to be of immense value in making school broadcasts play a fruitful role in the achievement of educational objects for secondary schools in India.

Mr. J.C. Mathur Ex-Director General of AIR wrote as early as in 1956 two exhaustive letters to all the State Directors of Public Instruction and Directors of Education, laying emphasis on the importance and utility of school broadcasts for improving and enriching the class room teaching of the schools. He also requested them to solicit their active and whole hearted cooperation in this venture. Ist letter goes as under :-

(14) AIR Circular to Schools
Government of India
Directorate General, All India Radio
Broadcasting House,
Parliament Street, NEW DELHI.

No.3(8)P-3/56

Dated: 10th August 1956

My dear,

I am writing to seek your cooperation for the full utilization of school programmes broadcasts by the All India Radio.

(14) Radio In School Education By C.L. Kapoor
Pages 110,111,112 and Paras 1,2 & 3.

There has been so much emphasis on audio visual education recently that it is hardly necessary for me to stress the importance of education through the radio I had the privilege of meeting some Directors of Public Instruction at the Unesco seminar on audio visual education held last year at Lucknow. We had then discussed both aspects of this question viz improvement of the programmes broadcast for schools and need for organized listening in the schools."

2. So far as the improvement of programmes is concerned All India Radio wishes to make the programmes as responsive as possible to the needs of schools and to the advice of expert educators. You will be glad to know that Sri C.L. Kapoor, Retd. Director of Public Instruction, Punjab and the PEPSU, who has had v.wide and varied experience of education in different phases, has been appointed the Chief - Producer of Educational Broadcast in the All India Radio.

Besides, we are going to appoint persons with practical experience of education and with aptitude for presentation of programmes as Assistant Producers (School Broadcast) at different stations. On the basis of experience gained in regions where school broadcasts have been a success some general instructions to the AIR stations are being issued and it is hoped that after these steps have been taken, there will be uniform improvement in school broadcasts all over the Country."

3. " Much of this effect, will, however, be of no avail if organized listening of these programmes in the schools having radio sets, is not arranged and if these programmes are not followed up by further discussions in the class rooms, group activities, written and oral exercises and occasional assessments of listeners. Whatever be the views of on general nature and ~~xxxxxx~~ value of audio visual methods of education, it will be accepted on all hands that radio programmes could give to a large number of -

schools that are not fortunate in having teachers of uniformability in all subjects, the facility of lessons and talks by some of the best teachers and authorities on these subjects. Likewise, it will perhaps be conceded by all that carefully planned and presented radio programmes for schools do make a difference to the general knowledge of the pupils, so important in present day education. Thus, there is a strong case for ~~the~~ treating school programmes as an integral part of the regular studies in schools. In any case, listening and follow up discussions of school broadcasts could be treated as part of social studies and general knowledge studies of the pupils and could be taken into account at the time of annual promotions and assessments."

" How exactly this should be done will depend upon the conditions in different states I shall be grateful if you could consider the following, among other suggestions :-

(a) Instructions may be issued to heads of schools to the effect that school broadcasts may be treated as a regular item of school routine and not merely as an extra curricular activity.

(b) Wherever, there are radio sets, organized listening may be ensured by drawing up a time table so that by rotation (or through internal relay system) classes might hear programmes under the guidance of teachers. Even where class-wise listening is not possible, radio clubs could be formed and credit could be given to the regular members of such clubs for the progress shown by them as a result of regular listening of the programmes. For every such club there could be a teacher sponsor."

(c) School managements could be asked to give allowances to teachers in-charge of organized listening by pupils, just as allowances are given to drill masters, scout masters, teachers in-charge of first aid etc.

(d) Short training courses might be arranged at schools and colleges with the assistance of the Local Station Director of All India Radio and the Director Staff Training School AIR New Delhi. At these courses, selected teachers could be given an idea of the techniques of school broadcasts and teaching through audio visual aids."

(e) The programme to enable schools to own radio sets for educational purposes may be speeded up and attempt may be made to encourage every High or Higher Secondary School to have a set.

Knowing, as I do, your interest in modern methods of education I have ventured to offer these suggestions and I shall look forward to having your reactions. Since the AIR is spending a considerable sum of money over educational programmes you will appreciate our anxiety to see that the expenditure is justified by the extent and manner of listening in educational institutions.

The Chief Producer of Educational Programmes,
Shri C.L. Kapoor will continue to be in touch with
you and will also be writing to you from time to time.

Thanking you,

Yours Sincerely,

J.C. Mathur.

To

All State Directors of Public Instruction
and Directors of Education.

The second letter of Mr. J.C. Mathur written
to State Education Directors is equally important
and replete with more valuable suggestions. It is
as follows :-

(2) Government of India,
Directorate General,
All India Radio.

No. 8(14)/58 P-3

Dated New Delhi, Feb 17, 1958

Dear,

You would recall that at the closing session of the meeting of the central Advisory Board of Education on February 7, 1958, I had the privilege of speaking to the members about -

- (a) the need of ensuring better and organized listening of school broadcasts, and
- (b) action to be taken for watching and improving the standards of training and education in musics."

2. Encouraged by the attention which the members of the Board were pleased to give to my brief observations, I venture to write to you now in the hope that the suggestions that I am giving below again would be acceptable to you and that you would be good enough to apprise me of any steps that you propose to take in the matter :

3. BETTER UTILIZATION OF SCHOOL BROADCASTS :-

On this subject I had proposed that the following steps might be taken by the State Govts.

- (1) The State Government may in a circular letter impress upon Head masters of Secondary School that if they have a radio set for the school, listening to the school broadcasts of AIR should be treated as one of principal activities and should not be assigned to the recess or after the school hours. The school schedule should be so arranged that every class may to get an opportunity for organized listening to the school broadcasts once a week. The staggering of the school broadcasts for the Middle and High School classes so as to ensure weekly listening, can be arranged in consultation with the Local Station - Director of All India Radio. In some regions, listening twice a week may be more practicable. For organized listening, certain rooms will need to be provided with loudspeakers and embarked for listening classes by rotation.

Also one of the teachers will need to be put incharge of supervision of organized listening and the subject teachers could be as'ed to attend to the discussions that may follow the broadcasts. Schools could also encourage formation of Radio Clubs and the affiliation of Radio Clubs to the nearest Radio Station.

(ii) Considering the potentiality of the radio as a medium of education, you may like to suggest to your universities or Boards, about the introduction of the "use of the radio as a medium of education", as a subject for study in the Training Colleges.

The Punjab University has already ta'en a lead in the matter and some other universities are thin'ing of doing so. At the same time refresher course for selected teachers from schools could also be arranged in cooperation with the Local Station Director of All India Radio and the Staff Training School of All India Radio.

(3) Ibid. Page 114 and Para 1

(iii) Every Station of AIR which broadcasts school programmes, has in its possession a large number of scripts of useful educational material, tales, biographical sketches, plays, songs etc. on various subjects which would interest the child and the school. You may like to consider if a joint publication of some of this material could be possible between AIR and your Publication Department. We could work out the details if the idea is acceptable to you.

(4) Improving and watching the standards of Education and Training in Music --- on this subject, I had offered the following suggestions :-

(1) There are several institutions in practically all states which provide training in music. Apart from some well known institutions in the country, the others are bodies without adequate supervision and control over standards. Some of these institutions are suspected to impart a very perfunctory kind of training and are in a sense misleading their pupils. It may be considered if the State Governments

might not appoint Inspection of Music Education who could visit these institutions and lay down certain standards and requirements.

(iii) Examinations in music are conducted not only by properly authorised Music Universities and Colleges but also a large number of self styled Parishads and Academies over the activities of which there is no control. Cases of bogus diplomas having being awarded have also come to our notice. Perhaps the State Governments may like to set up separate Boards of Music Examinations, or may call upon existing Examination Boards to arrange for centralized supervision of examinations in music."

To the suggestions regarding training and education in music, I wish to add one more. In AIR we have found an increasing tendency on the part of young artists not to give sufficient attention to classical music. Even in the United States where -

(4) Ibid. Pages 114 and 115 , Paras 1 to 3.

film music is extremely popular among young people, taste in classical music is promoted by educational institutions through concerts as well as play back of high class recordings. If such a taste can be cultivated at an impressionable age, the subsequent influence of cheap music is some what neutralized. For the sake of preserving the rich tradition of our country, it seems necessary for us to take steps for promoting taste for good music among young people. We would be glad to broadcast special programmes of music for school students if we could be assured that organized listening would be arranged in schools and colleges."

5. I wish to apologize to you for inflicting on you this long letter, but I have no doubt that you would seriously consider these suggestions and favour me with a reply at your earliest convenience. I am asking the Local Station Director of All India Radio to keep in touch with you over this matter.

Yours Sincerely,
J.C. Mathur
Director General

GMG IPND - LSI - 100 M of Education -18.8.61 -2500

In the above letter Mr. J.C. Mathur has really put forward very feasible suggestions regarding the utilization of schools broadcasts for improving class room teaching and creating a taste for our traditional music among the students.

In the begining narrative form of school broadcast was very common. The following extracts of two scripts one of Australian Broadcasting Commission and the other of All India Radio, are the best examples.

1. WOOL IN AUSTRALIA

A programme For School In India Specially
Produced by the Australian Broadcasting Commission.

Script By Richard Aspinall

(15) NARRATOR :-

Between the Indian and the
Pacific oceans ^{lies} ~~is~~ one of the great wool
producing countries of the world- Australia.
Its rolling plains and downs, beneath the
sunny skies of the Southern Hemisphere, -

carry nearly a hundred and thirty million sheep and from those sheep comes half the world's supply of wool. But, 150 years ago one could have searched the whole vast Australian continent and found not a single sheep. Let us go back in time to find why Australia became the foremost producer of wool in the modern world.

Fx :- Music up and slow fade away.

Narrator :-

In the year 1790 the Australian colony was only two years old. It had been founded as a settlement for convicts from England. For two years a thousand men and women had been living half a world away from their houses and cut off from all other civilizations. The tiny settlement was a collection of huts and tents made from splintery bush timber and rotting dock-yard canvas. This forgotten little world ranged itself around a sea water inlet on the east coast of a continent peopled only with primitive native tribes and strange animals like the hopping kangaroo and wallaby and the tree-bear known as Koala."

FX Fade in as background bush sounds, particularly Kookaburra and also the sound of axe at work on timber.

Narrator :-

The thousand men and women worked as best as they could to carve a toehold for themselves on the edge of the vast emptiness, their puny efforts mocked by the kookaburra the laughing jackass.

FX Sounds only for a moment or two.

Narrator :-

A few scraggy sheep brought from South Africa grazed around these huts of the first Australians. Some cows brought by the same ships which brought the settlement, chewed the unfamiliar grasses. But cows and sheep and men and women all looked drawn and haggard - and starved.

Coc'ney :- twenty four months, we've been here and there's no more food to eat than we brought from England.

Irishman :- Loo' at it l they call it a wee's
ration for a wor'ing man . Two pounds of bread
more we evils than flour. Two puunds of rice so old
the grains brea' in your fingers . Two pounds of
salt por' more fat than lean. Cursed be this country
and its ran' and rotten soil - its no good for
man nor beast.

Ex Music to End ----- .

The above broadcast gives a clear picture
of the development of sheep rearing profession in
Australia. It also tells us how Australia became
a prominent wool producing and exporting country
of the world.

2. AIR also produced and broadcast a very
interesting and informative radio lesson for schools
in Austra-lia. It is as under :-

HOLY GANGES

(A Programme specially written and produced by
AIR for Schools in Australia)

Script by Mr. C.L. Kapoor Read for accuracy
By J.C. Mathur I.C.S. Announcer. This is all India
Radio presenting to schools in Australia a
programme on the Holy Ganges.

Signature Tune

Music up and slow fade away.

Narrator :-

Between Australia and Africa, lies, the
ancient land of India. On the north it is bounded
by the snow clad Himalayas. As you move South, the
land mass becomes narrower and narrower, forming
a peninsula of immense size. By a series of
coincidences, the destinies of India were placed
in the hands of British for close on two centuries.
Though now an independent sovereign republic, India
~~were a part of the~~ is still a member of common
wealth of Nations.

This country has the loftiest mountains and
some mighty river systems. Today we propose to
take you to this land on a pilgrimage to the
Holy Ganges.

All the year round this sacred river attracts thousands of pilgrims from all parts of India. And on fairs and festivals their number is beyond computation. Once in twelve years, there is the Kumbh Festival, to mark the Hindu New Year, when million of devout Hindus have a dip in the holy waters of the Ganges.

" Rivers are the life blood of India. They throw up rich alluvium to form fertile basins. Long before the age of railways and roads transport, they lined up towns and made possible internal transport by rafts and boats and even by small steamships. To this day, timber lumbered from forests in the Himalayas floats down in logs and rafts to markets in the plains.

Vagaries of monsoons and frequent failure of rains make irrigation a necessity in India. And from times immemorial rivers have been trained and harnessed to irrigate the vast rich fields thirsting for a drink of water.

Legend and belief, history and geography have given to the Ganges a unique place in the life and thoughts of the people of India. To a Hindu the Ganges, mother Ganges - the mother of plenty, from whom all draw sustenance and to whom all must return as to a mother. For the ashes of the cremated Hindus from all parts of the world are consigned to the Ganges -- there to mingle with the ashes of others of their race and faith who have died before them.

It is believed that the water of the Ganges keeps ever fresh. It is bottled and canned and taken to all parts of India and to other lands where Hindus live. The new born baby must have a drop of it to 'purify' his system to begin the great adventure of life and the dying must have a sip of it to make sure that he leaves his earthly remains clean purified by the magic of the cleansing qualities of this Heaven born stream.

Ganges is a mighty river. It flows from more than fifteen hundred miles before it joins the sea. It has a discharge of over two million cusecs. During the monsoons, it is, in places, more than four miles wide. You can hardly see the other bank. You see just a vast expanse of water an island sea as it were.

Enough of the introduction. Let's go to the Ganges. They say seeing is believing -----

.....

That briefly is the story of the Ganges - - a mighty river system with which is inter woven the story of the ancient culture and the resurging civilization of a new democracy -----."

How beautifully and successfully this broadcast painted the picture of sacred Ganges with all its religious, economic and social significances to its listeners in Australia as well as other parts of the world.

It is a well acknowledged fact that the school broadcast can not be a grand success unless the teachers are well trained. With this view AIR Trivandrum conducted a short in service course for secondary schools teachers of Kerala in 1958.

It is as below :-

(17) April 15, 1958

1. 11.00 A.M. Radio Method in Education Talk by Shri C.L. Kapoor, Chief Producer Educational broadcasts AIR New Delhi followed by discussion
2. 12-00 Noon Play back of selected transcriptions of school broadcasts.
3. 3-00 P.M. Fundamentals of the Broadcast Chain. By the station Engineer.

4. April 16, 1958

4. 11.00 A.M. Educational Value of School Broadcasting. Talk by Shri C.L. Kapoor, followed by discussion.
5. 12-00 A.M. to 1.00 P.M. Reading aloud of selected scripts and play back of selected recording.
6. 4.00 P.M. Choosing a radio set Its installation and maintenance. By the Assistant Engineer.

April 17, 1958.

7. 11.00 A.M. Planning and Production of school broadcasts. By Shri Kaini Kara M. Kumara Pillai. Producer Educational Broadcasts AIR Trivandrum followed by discussion.
- 12 to 1 P.M. Play back of selected Records.
8. 3.00 P.M. Teachers role in school - Broadcasts. Discussion led by Shri Rama Varma Appan Thampuran Kerala.

April 18, 1958

9. 11.00 A.M. Form of Presentation and School broadcasts. By Shri Kaini Kara M. Kumara Pillai followed by discussion.
- 12 to 1 P.M. Play back of selected records.
10. 3.00 P.M. Listening to a School Broadcast followed by discussion.

April 19, 1958

11. 11.00 A.M. Integration of class projects & other Activities with school broadcasts. Talk by Shri C.L. Kapoor, Chief Producer followed by discussion.
- 12 to 1 P.M. Play back of selected Records.
12. 3.00 P.M. Training in speech. By Shri C.L. Kapoor Chief Producer.

13. 4.00 P.M. Questions from the teachers attending the seminar and answers by Shri C.L. Kapoor, Chief Producer. Educational Broadcasts and Shri Kumara Pillai Producer Educational Broadcasts and a member of technical staff AIR Trivandrum.

TRAINING OF PRODUCERS

(18) " Besides training of teachers, it is necessary to train those who work in the school broadcasting service of the stations -- Educational supervisors, Producers and Assistant Producers of Educational Programmes. In December 1957, the production personnel met together for the first time in Delhi for ten days to discuss the techniques of planning and scripting of programmes for schools as also their studio production. The seminar had the advantage of working under the direction of Mr. John Reed Asstt. Head of School Broadcasting BBC who had been invited by the All India Radio to conduct the seminar and to make available to AIR experiences of BBC in the field of School Broadcasting.

Another such course was held in Delhi from 20th to 25th April 1969. In this course, experience so far gained was reviewed and plans were prepared to schedule programmes for the whole year. It was decided in this Seminar that each station should have a 'permanent provision' of programmes under titles which will not vary from year to year. The listener, will, thus be able to anticipate what to expect in programmes under the selected titles.

The titles are listed below :-

- (a) People, Places and things.
- (b) The family of man.
- (c) This is my Country.
- (d) A story without An End, The Story of Human Progress.
- (e) Lucky Mistakes that Yield the Harvest of Rich Results.
- (f) Adventure of Living together.

(18) Ibid. Page 59 and Para 1 and 2.

- (g) Health High ways.
- (h) Science And You.
- (i) Scanning the Skies.
- (j) They Too Have A Story.
- (k) Stones speak.
- (l) The March of India.

We all know and it is a very happy sign that some state Governments of our Country such as Andhra Pradesh, Bombay, Mysore, Himachal Pradesh, Rajasthan and Tamil Nadu have appointed Audio visual Education officers. Their main duty is to promote the quality of radio lessons. The Tamil Nadu Education Department has appointed a State Radio Engineer. His primary job is to advise institution on the purchase, installation and maintenance of radio receiving sets. This is really a very significant step towards the promotion of school broadcasts. In such measures the Uttar Pradesh Government is still far behind. It is true that it has appointed Educational Expansion Officer whose duty is to look after audio visual education.

But his other engagements leave him almost no time for it. Bombay Radio Station very frequently puts out broadcasts to schools on the "new syllabuses and how to tackle them. It is done with the willing cooperation of radio personnels experienced teachers and headmasters.

It goes along way improving that school broadcasts are playing a very significant role in realising the educational aims of secondary school education in our country. But there is ~~an~~ still much to be desired.

(d) The Pitfalls And Barriers In The Way of Radio Based Education And Measures To Overcome Them.

Radio based education has a number of pitfalls and barriers in its way. To begin with there is a strong competition of radio with more physically active games and sports. Generally we seen that major share of radio listening comes in the evening when pupils would not go out of the confines of their houses. Secondly there is a rivalry of radio with other types of desirable activities. Music lessons,

development of hobbies readings, family, social activities play a second fiddle because of the attractiveness of radio programmes to which the pupils feel they must listen. Thirdly there is an adverse effect upon the children of being emotionally stirred when there is no proper or sufficient outlet for their emotions. Emotions serve the useful purpose of urging the individual to activity and when excited without suitable opportunities for action the child is likely to become nervous, over excited or to inculcate a habit of doing about problems which demand his immediate attention. In other words he, by and by loses his contact with reality and becomes a dweller of cloud lands.

Fourthly there are notions about people and ~~situations~~ situations which the child forms due to the constant use of stereo types in the sub-standard programmes of the radio.

Fifthly there is an intervention of child's listening with the daily routines of the home life. Sometimes even the meal hours are shifted to avoid the favourite programmes being missed. Off and on bickerings occur among children in the family when they differ in their tastes for programmes.

Sixthly radio listening has strong effects upon vocabulary and speech habits of the children.

A broadcast generally brings to the listeners disembodied voice coming from some where. They are mainly an experience in listening. There is perhaps nothing to occupy the eyes of the children. This deficiency can be made good by making the use of pictorial language.

(19) " Another apparent defect of the broadcast is that it is one way. You can not ask questions which may arise in your mind as you listen . You have no means of having your doubts resolved. You can not ordinarily speak back."

These defects are not altogether incurable. A practised broadcaster established an intimate personal contact with the listener. He speaks to a large invisible audience but he speaks to each one of them. Besides, he feels the presence of an invisible audience, anticipates their difficulties and answers questions which are likely to be asked by the listeners. Opinions and views of the listeners are occasionally broadcast at the end of a series and questions from the listeners, too, are sometimes answered. These factors may mitigate, to a very great extent, the defects occasioned by the inability of the listeners to speak back. It may, however be mentioned that "speak back" arrangements have been provided by the more progressive broadcasting organizations. The school broadcasting service of Australia for instance, has this speak back arrangement."

" Another defect of the radio medium is that it perishes in the utterance. You can not ask the broadcaster either to vary the pace of speech or to repeat it. This defect is largely met by the possibilities of recording on tape and disc and repeating it at leisure. Thus, the defect is, to some extent remediable."

But in our developing country like India, there is no speak-back arrangement so far because it involves huge amount of expenditure.

It is also said that radio service can not please all listeners at all times because educational levels, cultural attitudes and languages are so varied. Even when a listening audience is much more homogeneous than ours it is a must for listeners to be discriminating and to avoid listening to such lessons as are not meant for their specific tastes. To provide good programmes, we need large and well designed studios and equipment to ensure good technical quality, enough finance to employ the best artists, audience research to find out which programmes-

to put out and which to cancel and a staff of well trained professional broadcasters, well conversant with all the possibilities of the radio medium and eager to use them to present useful and meaningful programmes. The number of studios in Delhi and some other important centres is too small to allow proper rehearsals, dubbings and other requisites of good quality programmes. In its absence many good programmes are either abandoned or poorly presented.

On account of the multiplicity of languages it is not possible to ask an outstanding broadcaster in one language to broadcast in another, and the funds available for programmes in general are so insufficient that for school programmes only very limited amounts can be spent. Hence AIR programmes are generally restricted to tal's and can rarely introduce topics in the form of stories, features or dramas which have a much greater attraction and appeal.

India is economically a poor country. Radio sets and sound equipments of desirable standards are not available in schools. Therefore, teachers can't listen to broadcasts in their class room, without record and transcription players, they can not make use of educational recordings. In short it may be said that teachers who are sincerely interested in the educational possibilities of radio, can make only half hearted attempts to incorporate radio into their class room teachings. This problem can be solved by providing all the prerequisites for radio utilization in the schools.

Every school as we know has its organization, staff psychology, requirements and inhibitions. It is rather a full fledged entity with all its traditions, rules habits and prejudices. It can not put up with any external interference.

Teachers are generally reluctant to adopt a new technique. They become conv^entional on account of the prolonged habits of thought and action. They prefer to live by tradition. It often jeopardises educational methods with fossilisation in outmoded forms when it becomes a barrier to transformation. From the teachers point of view broadcasts in our country are sort of violent break in a teaching sequence.

The school syllabus is a coherent whole. It is properly graduated and gives for the whole session a carefully prepared time table. The total number of subjects is so large that time tables are generally over crowded. There is absolutely no time left for radio broadcasts. Finally the syllabus also does not develop along identical line in every institution. The same subjects are not taught at the same time and so there is always a certain proportion of staggering.

That is the hurdle which school broadcasting must make it a point to surmount. In spite of all precautions, radio in our country, is still off the beat. It is available when it is not wanted and is quiet when required.

Our teachers do not have sufficient technical know how regarding the broadcasts. Hence they often fail to fit broadcast in their class room teaching. Therefore, proper arrangement of in service training for teachers must be made at radio stations or institutions set up specially for the purpose. There are three main requirements for the task. Teachers should have a thorough knowledge of the matter taught, favourable listening conditions and they the ways and means to follow up the school broadcasts. The necessity for desirable listening conditions demands preparatory work and build up on the part of the teacher, which can not be brought about at the nick of time.

In case schools do not have room set apart for radio lessons, classes must take up listening positions, seats as near as possible to loudspeakers arranged in a semi-circle. After that teachers are expected to build up full interest in the broadcasts by announcing its subject recapitulating what has gone before and encouraging pertinent questions.

When the school broadcast comes to its close, there comes the moment to put it to use. Teachers should have a good knowledge of radio idiom so that they may be able to point out the shortcomings of educational broadcasts and suggest remedy for them.

A willing cooperation between the radio and schools can be achieved by propaganda over the air, contact with teachers, publication of programme folders. Public opinion should be mobilized in favour of school broadcasts objectives of school broadcasts, programmes and resources must be explained clearly to the parents. They have to be told that -

the goals of radio and the schools are the ^a same and their intentions in the field of education are pure and free from all political ends or interests. Physical contact of radio experts and teachers, is urgently needed. It can take place by visits, lectures and letters. Teachers should be requested to visit radio stations and radio personnels in their return courtesy calls should visit schools. Teachers may be asked to stage a broadcast so that they may have a practical knowledge and experience of it. Contact between radio and schools can very well be made through programme pamphlets. These pamphlets are to be addressed to teachers, containing details of programmes, their aims, serious articles on general and specific radio lesson as well as discussions how to use the service for practical purposes.

THE TYPES OF RADIO LESSONS IN VARIOUS AREAS
AND THEIR GRADING

The following are some of the very common script forms which are adopted for school broadcasts.

1. The Straight talk.
2. Interview
3. Panel or Round Table.
4. Actuality
5. Quiz Bee
6. Class Room pick up
7. Forum or Debate
8. Dramatisation
9. Music
10. Demonstration Lesson.

All of these have their own merits and demerits, A good writer can produce good script inspite of all its theoretical limitations.

1. **THE STRAIGHT TALK**

This script form is very simple and popular. It has many advantages. As only one person takes part minimum rehearsal and studio equipment is required.

With the help of a well developed tal' a lot of information and 'nowledge can be imparted to the listeners in a short time. If the tal'er is a man of magnetic personality and can arrest the attention of the audience the tal' becomes more valuable.

For small children, this method is a boon for they can easily follow the message given to them by a siggle voice. On the other hand if the voice of the tal'er is poor and his manners are ostentatious, the tal' is a total failure. It is often seen that in experienced spea'er finds it difficult to spea' in a natural manner. Besides, controversial subjects can not get full justice through this method.

2. THE INTERVIEW :

This is a very important type of educational broadcasts. Men of outstanding personalities and well reputed experts can be brought into class room. By raising questions the problematic situation, is created and interest is aroused. It has the advantage of greater participation also.

The participants must have full command over the language and subject matter otherwise they will not be able to impress the listeners and add some thing to their stock of knowledge.

3. THE PANEL OR ROUND TABLE PROCEDURE

By presenting, debatable points, conclusions are drawn. Here we get an opportunity to hear the conflicting views of the authorities and arrive at our own results. If the number of participants is simple and the language used is informal and less the technical panel is bound to be productive.

4. THE ACTUALITY BROADCAST :

This is also a very effective educational script. In it important events are broadcast from the very spot they occur. This approach has a clear emotional appeal Reality is present. Its short coming is that often too much time is wasted in unwanted details of events.

5. THE QUIZ BEE :-

It is a very stimulating and interesting programme. For school use, if the questions are duly connected with the subject matter, its adoption as supplementary device can be fully justified. It requires more time. Competitive aspect is often over emphasised and learning becomes incidental. This device is therefore, not very popular.

6. CLASS ROOM :-

In it the whole class is brought into the studio. The teacher conducts his class in the usual manner as if there were no microphones present and the studio were simply class room. Its main advantage is that it suggests what is being done in the common school room and hence it has a public relations significance. Its disadvantage is that it needs a big studio and minimum use of black board is made because it can not be heard. It is a very costly and time consuming business.

7. THE FORUM OR DEBATE :-

It is most suited for adult education. For stimulating thoughts and presenting various points of view this device is really a grand one. It presumes that the ~~xxx~~ audience have some background of the subject which is going to be discussed. Often we see a tendency to present the case in an emotional rather than rational manner.

8. THE DRAMATIZATION :-

If the scripts are properly developed, the thoughts and feelings can be presented in a very effective manner. Dramatisation can really lead to a great emotional satisfaction. Its demerit is that ^{it} takes much time in preparation and production. It is true that this method excites child's emotion. But all emotions are not equally desirable. Therefore, all emotional reactions must be guided if they are to be useful.

9. MUSIC :-

A popular organisation of educational material is that which is built round music.

10. DEMONSTRATION RADIO LESSON :-

It requires some activity both by class room teacher and pupils when they are engaged in listening to the radio broadcast. It stimulates more nearly a class room situation and makes demonstration lesson a practical affair. By synchronizing the voice with the lantern slide or other visual aids, the approach gives various types of sensory impressions. It also makes a specific and definite application to a local course of study.

11. FEATURISATION :-

Radio lessons very often take the form of features. Featurisation gives programmes the quality of live experiences. Things are not only described. They reveal themselves in the dialogues and attitude of characters in the story or the life situation.

12. USE OF STOCK CHARACTERS :

Mr. C.L. Kapoor says :-

(20) " There are other techniques of building up programmes for student listeners. Stock characters are created. You have a knowall uncle and two inquisitive children, a brother and a sister who keep pestering the uncle with all types of questions.

Patiently, he answers their queries and resolves their doubts. Humorous situations are created to heighten the programme. All information and no fun make a programme dull, while lively humour in a programme adds to its listenability and gives the listeners mental footholds, as it were Radio programmes should have the quality of pleasing as much as of educating."

After examining ⁱⁿ different types of script forms it becomes necessary to see extracts and contents of some original scripts of radio lessons broadcast from various radio stations of All India Radio.

(21) For instance, a series of programmes was put out by the school broadcasting service of Delhi station to bring home, to listeners in schools, the need and value of thought for others. To gain a clear idea of the way in which programmes set out to achieve these results, let us study the content of one of these programmes. The title of the programme was " Living together" and the situation depicted is outlined below ; It was presented as a feature with different voices and appropriate background noises, and sound effects.

(A young couple leave their two daughters at home and go to pictures. Kusum quarrels with Lata and asks her to get) out of the house. Lata takes her by word and goes out. Kusum gets married and repents for her harshness. Lata is found out in a park. Kusum hugs her and promises to be nice to her in future.)"

(21) Ibid. Page 23, Para 3 and Page 24, Para 1

" A learning situation is thus created and the listeners share the experience which inculcates without teaching the lesson of restraint and thought for others."

It will not be out of place if we see some more scripts of radio lessons broadcast by Delhi Station of All India Radio for schools controlled and managed by Delhi Administration. They are as unders :-

1. Pre-Examination, Higher Secondary (Revision - Lesson) Topic " HINDI PRATHAM PATRA -PATH-I

Prepared by Shri S.P. Pothriyal and Satish Pothriyal.

Date of Broadcast - 14.2.1977 9.20 A.M.

Date of Recording - 03-2.1977 2.30 P.M.

It is a straight talk on grammar. Sandhi and its different kinds have been beautifully discussed by giving examples of words used in our daily life. Sometimes the language has become a bit terse. But on the whole the lesson is successful.

2. Economics And Commerce.

Lesson For New Class X

Pre-Examination (Revision-I) 6.2.1977

TOPIC : BHARTIYA ARTHSHASTRA PAR ANGREJI SHASHAN
KA PRAHEVA

BY RAMJI LAL SHARMA
P.G.T. COMMERCE
S.U.M.VIDYALYA, ALIGANJ.

It is also a straight talk of considerable length. The speaker must have read it very fast in order to finish it within the specified period of time. Hence the scripts should be of a normal length so that the broadcaster and listeners may be able to do full justice with the lesson.

3. P.G.P. COMMERCE I PAPER
G.B.H.S.S. NO. 1

Topic Definition of Commerce, Business Organization.

By Mr. M.C. Gupta

It is in the lecture form. The speaker gives a number of definitions without caring to explain them so as to bring the pupils home the real spirit behind the words.

4. Commerce Paper - II

Final Accounts

Time : 20 Minutes

Govt. Co-Education Higher Secondary School
Kitchner Road, New Delhi.

By Mr Hari Ram Gola

It is a long and tiring talk on the subject.

The use of too many technical words has made the lecture all the more cumbersome. Attempts should be made to use simple and straight forward language.

5. Partnership Accounts

Joint Stock Company's Account

And Bills of Exchange.

Time : 20 Minutes

Govt. Co-Education Higher Secondary School
Kitchner Road, New Delhi.

By- Hari Ram Gola

It is a long lecture and there is hardly any attempt to sustain the interest of the students. It begins as under :-

PRIYE VIDYARTHINO,

AAJ HAM JIN VISHYON PAR BAT CHEET KARENGE

VAI HAIN :- Partnership Accounts

Joint Stock Company's Accounts

And Bills of Exchange.

This is not at all a good beginning. ^{Coming} to the topics straight way is a bad introduction. It fails to stimulate the minds of the pupils and they remain passive listeners.

6. School Broadcast No. 13 from AIR Delhi Station for Delhi Schools .

Date 6.10.1977 Time 18 minutes

Topic Mohd. Bin Tughlaq (in Urdu)

EK BUGHARAT EK PAHELI

Feature Programme

By- O.P. Arif.

It begins as under :-

NEEND AUR MAUSHIQI - PAON KI AHAT

MEHRUN ARE WAH RAMESH UNGHNE KE LIE KYA ACHCHI JAGAH
DHUNDHI HAI TUMNE (RAMESH JAISE SOTE KE JAGA HO) OH
TUM KAHAN SE A TAPKE. HAI TO ABHI SALTANAT MEIN
PAHUNCHA HUA THA . KITNA AZEED SEEN THA, JO BHANG
KAR DIYA TUMNE.

MEHRUN - BUDHDHU MIYAN AITAB KHOLI HAI TO
ANKHEN BHI KHOLI HAAHAKHO AUR DIMAG BHI. EH SONE
LETANE KE DIN MAHIN.

It is a good feature programmes. It throws much light on the glory of Ghayasuddin and Mohd. Tughlak. The conversation takes place between Ramesh and Peter, Barni and Batuta. It ends with the words of Ramesh :-

RAMESH SULTAN MOHD BIN TUHLUCK SACH MUCH EK
BUJHARAT THA EK PAHELI THA.

7. School Broadcast Page (6)

Date 27.11.1976

Subject English (On Writing good Composition)

Written By Shri S.L. Sharma

It is a straight talk. It runs as under :-

(Page 6 Paras 2,3,4 and 5).

" In order to write a good composition, we make an outline first. We note down the various points in a proper order. We choose the right words and expressions. Then we write down these ideas in different paragraphs. We take care that the spellings of the words that we use, are correct.

In case of any doubt, about the spellings or the usage of a word, we consult dictionary.

" Well today, we will write a composition on

" What we do In The Recess Period In Our School "

" Before we make an outline for this composition, let us listen to some questions that come up in our mind about the recess period or the Lunch Break (as some people call it) Now listen to these questions and think about their answers.

When do you have your recess period ?

Do you wait for the period, if so why ?

Ting Ting Ting, the bell rings after the fourth period. What does it mean to you ?

Is there any noise when the bell rings ?

Do students go out in a line ? ect."

This is a good introduction. It enables the students to exert their own mind to answer the questions.

8. School Broadcast on Social Science (History)

Date 29.11.1976

Topic Leaving Home By Siddharth.

It is in the lecture form and opening lines are :-

BACHHO AAJ MAIN APKO (SIDDHARTHA KA GRAH TYAG)
PATH KE BARE MEIN KUCHH BATANA CHAHUNGI.

The speaker has tried to elaborate his tal-
in a free fran- and natural style. She describes the
facts of history in such an interesting manner that
the listener's attention never flags even for a
moment.

9. School Broadcast

English Tal-

By- Kulbir Kalia

Date of Recording 12.11.1976

Date of Broadcast 20.11.1976

Time of Broadcast 10.15 A.M. 5.20 P.M.

Participants :-

Presenter

Students : Anil and Sudha

Content : The Poem " A Spring Morning"

The talk takes place between Presenter Anil and Sudha .

Presenter puts questions. Sudha and Anil

answer them as :-

Presenter - How many seasons are there ?

Sudha - There are four seasons sir.

Presenter - Can you name them Anil ?

Anil - Sir, the four seasons are - Summer,
Autumn, Winter and Spring.

Presenter - Which is the best season ?

Sudha - Spring is the best season.

Anil - I too think Spring is the best season.

Presenter - And why ? Why do you think spring is
the best season ?

Sudha - Because there are lots of flowers.

Anil - It is neither too hot nor too cold
in spring.

Sudha - The weather is always fine.

Anil - There are new leaves on all the trees
and bushes.

- Presenter** - You are right. How do the birds feel in springs ?
- Sudha** - Birds feel very happy. They sing song and fly about merrily.
- Anil** - Sir, Animals too feel very happy in spring.
- Presenter** - But is there any thing special in spring ?
- Sudha** - My uncle told me sir, that the English spring is really fine. In Winter it is really very cold over there and there is very little of sunshine. So when spring comes, it is sunny and pleasant. People feel very happy.
- Presenter** - Good, your uncle told you rightly Sudha. Now let us read the poem.
" A spring Mornigg." Its writer is William Words Worth. He was a great English poet you know.

~~XXXXXXXXXX~~

NOW LISTEN

A SPRING MORNING

There was a roaring in the wind all night,
The rain ^{came} heavily and fell in floods;
And now the sun is rising calm and bright,
The birds are singing in the distant woods;
Over his own sweet voice the stock-dove broods;
The joy makes answer as the magpie chatters;
And all the air is filled with pleasant noise of waters;
All things that love the sun are out of doors;
The sky rejoices in the morning birth,
The grass is bright with rain drops on the moons;
The hare is running races in her mirth.
And with her feet she from the plashy earth;
Raises a mist, that, glittering in the sun,
Runs with her all the way, wherever she doth run.

- Sudha - It is a beautiful poem Sir,
Anil - I almost thought it was spring.
Presenter - Yes Words Worth really builds upon
atmosphere of spring. Now let us
read the poem again and hear the
sounds that the poet lived so much.

Presenter - Class I hope you have enjoyed the poem. Good bye.

This is really a very beautiful way of presenting the poem on the air for listeners.

10. School Broadcast

Class VII Topic RASHTRAPATI AUR
UP-RASHTRAPATHI

Recorded on 27.10.1976

Broadcast on 3.11.1976

Writer Smt. Krishna Matyal

UPSHIKSHADHIKARI CHHETRA 11 BALIKA RAJENDRA
NAGAR .

It is in the narralive style by the teacher.

It goes :-

" PYARE BACHCHO AAO AJ HAM APNE DESH KE
RASHTRAPATI TATHA UP-RASHTRAPATI KE NIRVACHAN,
ADHIKAR, KARYA ADI KE VISHYA MEN KUCHE GYAN PRAPT
KAREN .

ACHCHHA BACHCHO, BATAO KI AJKAL APNE RASHTRAPATI
VA UP-RASHTRAPATI KAUN HAIN. RASHTRAPATI FAKHRUDDIN
ALI AHMAD HAIN AUR UP-RASHTRAPATI SHRI B.D.JATTI .

This is not a good beginning because teacher herself puts the questions and answers them one by one without taking the help of students.

11. School Broadcast For Class VII

Date 10.11.1976

Tape No. DC/5076/D

Duration 14 minutes

Topic -

दक्षिण अफ्रीका की प्रकृति, संस्कृति और जनजीवन

रचना - पी.एन. भादुरी

सांस्कृतिक ज्ञान के अन्तर्गत आज श्री पी.एन. भादुरी ने दक्षिण अफ्रीका की प्रकृति, संस्कृति और जनजीवन से सम्बन्ध से बातें सुनीं।

प्रश्नोत्तर :-

क्यों स्त्रीय में देखने से मालूम चलता है कि दक्षिण अफ्रीका का महाद्वीप का अधिकतर भाग दक्षिण गोलार्ध में आता है। इसकी प्रकृति त्रिभुजाकार है। यह उत्तर में अक्षित जोड़ा और दक्षिण की ओर सर्रा बीना जाना है। यहाँ पर पर महाद्वीप पर पत्ती के आकार के समान दिखाई देता है। पत्ती का तल्ल पनामा भूभाग है जो उत्तर और दक्षिण अफ्रीका को जोड़ने वाला एक मात्र सर्रा भूभाग है। यह महाद्वीप उत्तर में पनामा - भूगोल से दक्षिण की 7650 किलोमीटर की लम्बाई से पनामा-अफ्रीका तक फैला हुआ है। इसकी अधिकतम चौड़ाई 5,150 किलोमीटर है। अफ्रीका के पूर्व में एटलांटिक महासागर और पश्चिम में प्रशान्त महासागर फैले हुए हैं।

This introduction is big, lac's student's participation and savours of monotony.

12. School Broadcast For Class IX English

Date 13.11.1976

Time 10.35 A.M. 5.20 P.M.

The broadcast begins thus :-

Hello Students,

In today's class we shall take up the chapter
" The Discovery of Penicillin " of your English
course Book. But first listen to this music.

Boys - Good morning Sir

Teacher - Good morning boys

Boys - Thank you Sir,

Teacher - Well boys sometimes you might have
thought it strange how the milk turns
into curd. Do you know its reason? Many
of you might have read about it in your
biology class. Bacteria cause milk to
turn into curd which we take daily with
our food or ^{and} otherwise bacteria are very
small living things in the air, water
and ground. Some bacteria are not harmful
while some are harmful and cause diseases.
Then bacteria are so small that we cannot
see them with our naked eyes. These can
only be seen through microscope."

This lesson has been developed in question answer form. It seems that the class has been shifted to studio and the lesson goes on in a natural manner. The participants in the development of this lesson are teacher, Sethia, Raresh and Bhalla etc.

AIR Patna Station also put out a series of school broadcasts for the term January - May 1958. The object of every series is briefly indicated. Titles of programmes have also been listed thus :-

(22) 1. Architectural Styles :-

A series intended to acquaint the listeners with different styles of architecture evolved in different periods of Indian history.

- (a) Buddhist Style
- (b) Jain Style
- (c) Mauryan Style
- (d) Gupta Style
- (e) Nagar Indo Aryan and Chalukyan styles
- (f) Afghan style
- (g) Mughal style
- (h) Influence of European architecture
- (i) Modern style-functional and utilitarian.

2. OUR FESTIVALS :-

This series aims at giving the listeners some idea of the origin and significance of festivals and the way they are celebrated in different parts of the country.

- (a) Basant Panchami
- (b) Shivaratri
- (c) Holi
- (d) Ramanavami
- (e) Birth day of Lord Mahabir
- (f) Good Friday
- (g) Idul Fitar
- (h) Birth day of Lord Budha

3. STORIES IN ENGLISH VERSE

The series of featured tales is intended to present stories from English verse. The following series would be featured :-

-
- (22) Radio In School Education By C.L. Kapoor
Pages 31 to 35.

- (a) Lord Ulin's Daughter, (b) The Pied Piper of Hamelin, (c) Sohrab And Rustam, (d) Bishop Hatto, (e) John Gilpin, (f) Lucy Gray.

4. SCENES FROM RAMAYANA

The purpose of this series is to bring out different aspects of the character of Shri Rama,

- (a) Shri Ram and Kaikei (b) Shri Ram and Dashrath
(c) Shri Ram and La'shman-I (d) Shri Ram and La'shman II

5. GREAT SCIENTISTS AND THEIR ACHIEVEMENTS

Important inventions and discoveries made in 19th and 20th centuries will be covered.

- (a) Eugene Souberran :- Chloroform
(b) Long :- Anaesthetic Ether
(c) Darwin :- Origin of the species
(d) Lister :- Antiseptic Surgery.
(e) Issac Newton :- Gravitation.
(f) Pasteur : Microbes.
(g) Baird : Television
(h) Fleming :- Penicillin

6. SCIENTIFIC EXPLANATION OF SIMPLE PHENOMENA

It aims at explaining scientific principles involved in some of the ordinary occurrences of every day observation.

- (a) What makes a bee hum ?
- (b) Why do the stars twinkle ?
- (c) Why can not fishes live on land ?
- (d) Why do birds not fall to the grounds ?
- (e) What makes a kite fly ?
- (f) Why do spiders not get caught in their own webs ?
- (g) What makes the balloon fly ?

7. United Nations and the specialized Agencies.

This series aims at giving an account of United Nations and its specialized Agencies :-

- (a) United Nations (b) ILO (c) FAO (d) UNESCO
- (e) WHO , (f) UNICEF , (g) ESCOS , (h) ECAFE

8. BASIC INDUSTRIES OF INDIA

It deals with the location, output and potentialities of the more important industries.

- (a) Cotton Textiles (b) Iron and Steel, (c) Jute
- (d) Sugar (e) Paper, (f) Silk (g) Wool & Woollen Textiles (h) Cement (i) Coal Mining.

9. RECREATIONS :-

It includes discussion on activities for leisure and comprehends, Stage-acting, Story telling pen - friendship Sketching magic tric's, photography, word building observations and exercises.

10. MAJOR PROJECTS IN BIHAR

It includes tal's on Boro's Thermal Power Station Kosi Project Ganga Bridge.

11. SOME SANSKRIT PROVERBS :

This series of broadcasts is intended to explain and illustrate sanskrit proverbs indicating good habits.

- (a) Face calamity with patience, display for giveness in prosperity.
- (b) A lover of books becomes learned.
- (c) He who causes sufferings to other is sure to suffer himself.
- (d) Intelligence is strength.

12. SPEECH TRAINING IN HINDI

- (a) Vocalisation of letter sounds
- (b) vowel sounds
- (c) Consonant sounds
- (d) Accentuation
- (e) How to pronounce letter and words.
- (f) Modulation in speech
- (g)

13. CAREERS FOR SCHOOL LEAVERS.

- (a) Medicine
- (b) Education
- (c) Engineering
- (d) Mechanical trades

14. Stories, (a) Rana Sanga (b) Rana Pratap
(c) Shivaji

15. School Magazine

16. Debates

17. Quiz Programmes

18. The Radio Teacher :-

The radio teacher will answer questions asked
by student listeners.

19. The week in Retrospect

20. They serve the country
The sailor , The Soldier

21. Story behind the head lines.

22. Community singing

" The schedule was reviewed by the Chief -
Producer of Educational Programmes at Directorate
General AIR. He offered the following comments and
asked the station to incorporate the suggestions
before finalising the schedule.

Comments And Suggestions of the Chief Producer
General.

" In preparing schedules, thought should be
given to one point, viz that the subjects selected
should be amenable to radio medium Broadcasts which
need elaborate visual support should, as a rule, be
~~known~~ avoided. In selecting talkers, care should be
taken to see that only those having first hand
knowledge of the subject are commissioned. Broadcasts
by persons, who draw all their knowledge from books,
cannot be very convincing and will not make good
listening.

Specific Criticism of Series.

Architectural Styles.

" The range of the series is a bit too wide. Listeners will not find it easy to follow, much less to retain the subject matter. A series of this type unless supported by ample visual aids, has not much chance of success. If the station can produce folders giving pictures, illustrating different styles of architecture, the series may be retained, otherwise it may be deleted. Listening alone will not give the students any idea of the different styles of architecture. The number of broadcasts in the series ~~may~~ could be reduced with considerable advantage. It will be difficult to sustain interest in this series if it extends over nine tal's. The first three tal's it is suggested, may be combined into one, so may be 6th and the study may be made comparative. Similarly the 8th and 9th could also be combined. That will bring down the number of broadcasts in this series to five and make each broadcast more compact and self contained. It will also facilitate selective listening.

" Among tal-ers listed there is no architect.

It is suggested that a competent architect may be
looked for the broadcasts. It should not be necessary to distribute broadcasts in the series among a number of different broadcasts. That will make for overlapping, which should be avoided, and there is also the risk that if attempted by different persons, their view points may not always agree."

STORIES IN VERSE

" For the success of this series, it will be necessary to book a person having a cultivated radiogenic voice. The broadcast should be related to creative activity at the listening ~~stations~~ and the stories may be dramatized by listening schools, and schools may be encouraged to send dramatized version of the story. The best attempt may be put on the air in the next term."

READINGS FROM ENGLISH PROSE AND POETRY

" The passages and poems selected have not been indicated. This should be done immediately. In their absence it is difficult to offer criticism and opinion. The programme should be pre recorded after thorough rehearsing. It should be entrusted to a person with sound knowledge and training in phonetics."

" The broadcast may be confined to 'Science in the service of Medicine and Surgery."

UNION PARLIAMENT

" The broadcasts on the working of Parliament could be featured. You could have a noc' session of the Parliament, or you could introduce a recordings from the speeches of a few parliamentarians and make it a sort of actuality programme. Transcriptions could be supplied by the Headquarters."

RECREATIONS

" This series will not be easy to put across on the radio, particularly, the first two and the fifth, on "Magic Tricks" It will be necessary to recast the series. It would be wise to leave them out altogether.

SCIENTIFIC EXPLANATIONS OF PHENOMENA

" This title may be changed to 'How and why of things. It is always good not to appear pedantic.

OUR MAJOR PROJECTS IN BIHAR

" Series of this type may be filled into larger perspective of the country as a whole. We may take flood control, and irrigation projects of India and include those of Behar as well. That will incidentally promote a wider vision and a more correct perspective. Listeners should be enabled to see the picture of the country as a whole and not merely as of a collection of states, in a state of comparative isolation."

SPEECH TRAINING

" The broadcasts should be pre-recorded of course, after repeated and careful rehearsing. If they turn out to be really good, they can be put out by other stations as well."

Community Singing

" Songs should be selected and their texts given. They should be set to music and pre-recorded."

The Next Step

" The station then proceeded to the printing of the pamphlets. Some station bring out two and some three pamphlets one each term. Patna station was not able to send pamphlets to the schools well in time.

The pamphlets also contain, among other things Hints for Effective Listening and suggestions for follow up work. Book lists for further reading are invariably added. Lists of films and film strips to support the sound broadcast, are frequently given. The pamphlet contains a few diagrams and illustrations but written matter predominates.

The school broadcast pamphlets are sent to listening schools free of charge. For some times the practice was to send them to the Education Directorate for distribution. With the registration of schools by stations, the pamphlets are now mailed, direct to registered schools. The whole question of supporting literature to back sound broadcasts is being examined and a plan to put out copiously illustrated folders, supporting different series and separate notes for teachers is under consideration. Planning of schedules for the whole year will soon replace the current practice of termly schedules."

Thus we see that the school broadcasts of Patna Radio Station go a long way in increasing the general knowledge and understanding of the pupils. But they are not directly related to class room teaching of the schools. Let us hope that the education authorities of Behar State in collaboration with radio personnels will try their best to bring radio lessons into class room of the schools in near future.

Tamil Nadu - Tiruchi have been broadcasting a series of programmes on Good English. The following extract will give some idea how the programme is prepared and aired.

(24) GOOD ENGLISH - ADJECTIVES

Teacher - Today I am going to say something about 'Adjective' You all know what an adjective is, don't you ? well, can any one give me the definition of an adjective ?
Yes You.

Student An adjective is a word to describe a noun.

Teacher Yes. Good. Can you now give me an example or two, just to show we know what we are talking about ?

Student A good boy, A fine day. The sun is hot.

Teacher Good Good ; Is that an adjective ? Yes, well, what word does it qualify - well, grammarians say when it is used like that it used absolutely or you might say it means, your answer was good.

In this programme exact class room method has been followed. There is always a risk^b spontaneity being sacrificed at the altar of quality.

School broadcasts are also put out from the All India Radio Station Hyderabad in a regular manner. A few extracts from the scripts of radio lessons will bear a full testimony of the standard and form of broadcasts.

1. Radio Lesson in English For Class X 1975-76

Lesson No. 21

Date of Broadcast 2.2.1976

Time 2.10 P.M.

Duration 19½ minutes

Tape No. CIEFL/RU/92/10/21

Topic Snakes

Participants are Maggie, Dick, Omana and Ranjan

Narrator initiates the discussion. It begins as :-

Narrator Hello, every one : Today's lesson is about snakes in which you will hear two Indian students and two foreign students talking about snakes. The Indian students are taking the foreign students around on a tour. And some where near Hyderabad

they saw a bangle seller. The foreign students bought some bangles and the bangle seller left.

Listen to the students talking. The foreign students are Dick and Maggie. And the Indian students are Omana and Ranjan. The first voice you will hear is Maggie's.

Maggie Thank you very much, Omana. This is only the second day of our tour and we have already seen something of real India.

Omana You mean the bangle seller?

Maggie Yes, I do, was not he marvellous. Why don't you write an article about him Dick?

Dick Why don't you write one

Maggie I'll write one about the bangles later on.

Dick Why later on?

Maggie Because I have not collected enough bangles yet

Dick And have I collected enough bangle sellers?

Maggie Come on, Dick. This is not a joke, we have in India two days already and one of us should write something.

Die- And you have appointed me to do the writing while you enjoy yourself in the sunshine. And that is a job, if I may say so.

Omana But you know, Maggie, he's already written the article and it probably needs only some touching up. He was writing furiously while we were talking with the bangle seller.

Maggie Was he really ? That is why he was saying nothing most of the time. But how surprising I did not see him write any thing.

Die- Of course you did not. You would not take your eyes off the bangles. Well what shall we do next ?

Omana As Ranjan, Here he comes, probably with news of an altogether different types of bangles.

Maggie A different kind of bangles .

Ranjan Well, they are bangles, you would not care to wear.

They shall be too much alive.

Die- Yes, and the Hindu god Shiva is supposed to wear them.

Maggie Oh, snakes ; I have seen pictures of Shiva with snakes coiled round his neck and wrists.

Die- And have not they ever bitten him .

Omana They may have, but then, they were wasting time and their poison because gods do not die."

This is really a good introduction and exposition of subject matter has also been made in a beautiful and convincing manner. The lesson comes to its end as follows :

Narrator And so the conversation goes on but we have no more time to listen to it. So that will have to be all for today. And now till next time good bye. Listeners good bye.

2. SCHOOL BROADCAST

(Radio Lesson in English for Class IX 1975-76)

Lesson No. 24

Date of Broadcast 23.1.1976

Time 2.10P.M.

Tape No. CIEFL/RU/9/24

Topic " Lucy Gray (Part -2)

The lesson starts as :-

Narrator Hello, every one, what was the story
in the last radio lesson ?

I Lucy Gray. What a sad story; Why have
they put such a sad story in our text
boos ?

Narrator Well, why do poets write such sad stories

R Because such things happen, I suppose
But who wrote this poem ?

I Don't you remember who ? It was
William Words Worth.

Did not you listen to last wee-'s lesson

R No I did not, I did not come to school
sast Friday.

I Well, it is good that you are present
today. There will be a conversation is
today's lesson .

Narrator A conversation between Words Worth and Lucy Gray.

R A conversation between Words Worth and Lucy Gray ? There is no such conversation in the poem.

Narrator You're right . In the poem the poet just tells us that he saw Lucy Gray once.

" When I crossed the wild, I chanced to see at break of day, the solitary child."
That is what he says.

R Then where has the conversation come from ?

Narrator From the radio teacher's head. I suppose. when Words Worth and Lucy Gray met, they must have talked, do not you think ?"

The conversation goes :-

Poet Why are you playing by yourself little girl ?

Lucy Why do you ask me that ? Must I not play when I am by myself ?

Poet Of course you may. But where are your play mates ?

Lucy My playmates ?

Poet Yes, your playmates, Are not there other
 children who play with you ? Where are
 your brothers ?

Lucy I have no brothers .

Poet Wont your sisters play with you ?

Lucy But I have no sisters .

Poet Go and play with your friends then.

Lucy Who are my friends ?

Poet The children in other collages .

Lucy But this is the only college in this moor.
 And mummy and Daddy and I are the only
 people who live here.

Poet What is your name little girl ?

Lucy Lucy Gray. And who are you ?

Poet My name is -- My name is Words Worth
 William Words Worth.

 --
 Thus the tal' between the poet and Lucy
 continues and finally ends as under :-

A voice " That is the story, Listeners.

Another voice - But Lucy Gray still lives on the
moor, you 'now, And she often runs happily
across the moor 'ic'ing up the powdery snow.
And as she runs, she sings a song, which
whistls in the wind.

S O N G

This radio lesson is well designed, beautifully prepared and successfully put out for the students of secondary schools in the State.

3. School Broadcast

Radio Lesson In English For Class VIII 1975-76

Date of Broadcast - 20-1-1976

Lesson No. 23

Time - 2.10 P.M.

Duration - 18.40 minutes

Recorded on 17.1.1976

Tape No. CIEFL/HU/40/8/23

Title - SANKRANTI

The lesson begins :-

Narrator Hello, every body. What was the holiday
you had on the 15th ?

2 Sankranti, Ma'ara San'ranti.

3 We call it 'Pongal' in the South, Thai -
Pongal.

Narrator Ma'ar San'ranti or Thai Pongal.

2 I do not know why we celebrate it, but
I can tell you how we celebrate it.

Narrator All right, how do you celebrate it ?

3 We make Pongal and eat it

2 And we give every body laddus made of this.
But what is Pongal ? What is made of .
How is it made ?

3 Don't you know what Pongal is ? Well its
made of rice, green gram, brown sugar cow's
milk -- But I am not the one who should
tell you what Pongal is made of or how is
it made. My mother will tell you all that
if you come home and she will also show you
what it is like and how it is made. And
then you can eat it and see what it tastes
like.

Narrator But is this all you do to celebrate
San'ranti ?

Just sit down and eat Pongal ? Tell us
how you celebrate the day from the beginning.

3 We also give our cows and bullocks a holiday
so give them bath and paint their horns in
flowing colours. We give them plenty of food
and no work.

2 We get up early in the morning and have a
bath. Then we watch our father as he does
surya Puja.

Narrator Now why does he do Surya Puja on San'ranti
day.

2 I do not know I shall go home and ask him
why he does it.

3 But I can tell you why Surya Puja is done
on San'ranti. It is because the sun begins
his 'Uttarayana' He starts to move north.

2 He starts to move north. But the sun does
not move. Its the earth that moves. That is
what my science book says

3 But San'ranti celebration began before your science books were written. And although it is the earth that turns round, we still say that sun rises and sets do not we ?."

In this way the conversation continues and ends as under :-

Narrator " Yudhishthira called all his subjects together for his birthday celebrations. The gathering was very large indeed but every one ate enough for three days. The happiest man was Bhima. He was very fond of eating. He loved laddus, jilabis and what not. His pleasure was indeed difficult to describe but perhaps easy to imagine. Now the news of the inexhaustible vessel spread far and wide and people began to gather together in the forest in thousands. Then one day it was Duryodhana's birth day. He invited all his people for the celebrations but only a few turned up for the feast. All the others had gone to Yudhishthira to the forest."

This radio lesson has been designed on scientific lines and deserves our laudation well.

Thus we arrive at the conclusion that many AIR stations are putting out radio lesson covering different areas of education in a systematic and regular manner. They are both up to the mark and effective to a considerable extent.

**WORK DONE BY DIFFERENT AGENCIES IN THIS FIELD
AND THE RELATED ONES BOTH IN INDIA AND ABROAD**

There are three major developments in the field of broadcasting. They are Frequency Modulation (F.M.) Tv. and Facsimile broadcasting. In India the use of Frequency Modulation for educational purposes is still in its initial stage. But in USA there are 105 radio channels available between 550 and 1600 kilocycle on the conventional dial. These days there are about 970 stations using these channels.

FM channels are free from overlappings and interferences which are very common in Amplitude modulation (AM) channels. Referring to the utility and safety of MF Mr. William B. Levenson says :-

(25) " FM station on the other hand, broadcast in the upper region of the spectrum where there is more room. Each FM station has been assigned in a 'room way' 200 kilocycles wide or 20 times wider than a conventional one. Only 75 percent of these channel width need be used for the program thus leaving a safety zone between the adjacent channels to guard against overlapping. The net result is that technically hundreds of FM radio station can be established through out the country without necessarily causing interference."

(25) Teaching Through Radio By William B. Levenson
Page 444,45 Para 5 (June 1945) New York.

Television is a very significant advance in the field of technology. Through it sound, sight motion and actuality are placed at the service of the teachers. It is a costly affair meant for advanced countries only. TV brings to the people in their homes a complete means of ~~the whole world~~. ~~Instantaneous~~ instantaneous participation in the sights and sounds of the whole outer world. It is more realistic than even the motion pictures because it projects the present instead of the past.

FACSIMILE BROADCASTING

This is another technological progress in the domain of education. Mr. W.B. Levenson says :

(26) The term " facsimile as used in this sense can be simply defined as the broadcasting of printed material. Like television, it has to do with sight, but, unlike television, it leaves a copy of the original material which can be referred to at any time.

(26) Teaching Through Radio W.B. Levenson
Page 459 , Paras 2,3,4,5 & 6.

" The operation of facsimile broadcasting is analogous to that of regular sound broadcasting. At the sending end, instead of employing a microphone to pick up sound waves, the facsimile system employs a photoelectric cell or electric eye, to pick up the variations in light waves reflected from graphic copy (such as pictures, text, maps or drawings) that is being scanned by the electric eye. These electrical impulses are amplified and transmitted through standard broadcast transmitters."

At the receiving end the facsimile signals are picked up by the radio receiver, but instead of being used to produce sound waves through a loud-speaker, they are made to actuate the printer mechanism and produce black and white half-tone marks in accordance with the original material at the transmitting end."

" Thus the owner of a facsimile set while listening for instance, to a cooking school program can also receive copies of the recipes by facsimile. A talk on new dress can be illustrated by photographs and even patterns which can be used later. A news commentator while discussing world events can supply his listeners with maps for reference. Numerous other uses are apparent. The written material is reproduced on a roll of paper which has been placed in the facsimile unit."

" In accomplishing this wireless printing various reproduction systems have been used such as photographic, the electro chemical and the carbon paper printer methods. It is likely, however that teacher's chief interest is not in the techniques used but in the possible applications to the furtherance of education."

In a poor country like India the facsimile broadcasting is still in the imagination of the radio and education authorities. Due to ^{paucity} ~~facility~~ of funds it has not yet seen the light of the day. But in advanced countries like USA, Canada, Australia, West Germany, France, Japan and U.K. facsimile broadcasting is full ⁱⁿ vogue.

Radiovision programmes are more useful and relevant than TV programmes as far as the situations for language teaching are concerned. Radiovision is a radio broadcast or a tape recorded programme going with still slides projected at suitable stages according to the queue given (and as a big or a whistle signal 14.4.

It is also a very expensive method of teaching. In our country it has not yet been introduced even in metropolitan towns. While using the following precautions must be taken.

1. Ensure that the quality of recording is up to the mark.
2. Complete darkness is not necessary for projection purposes. A daylight screen is a good alternative. But quality of picture for some viewers may be ruined if due care is not taken to prevent rays of sunlight entering the room.
3. Make sure that every viewer has a clear view of the screen.
4. The first viewing experience should be quite satisfactory so necessary preparation must be made before hand. Do not stop the tape during the programme lest the interest of the listeners should flag.
5. Have the tape recorder or the loudspeaker near the front of the class and near the screen so that the sound may come from close to the picture.

Radio workshop is really a place where we get a programme ready. It is a kind of laboratory for experimentation, training and practice in broadcasting techniques as well as educational courses of study. Students benefit much from the creative aspect of workshop activity. For instance school workshop gives stimulation for many types of speech work, aiming towards clarity and effectiveness. By it pupils gain knowledges, confidence understanding, critical judgement, interest in writing and ability to work with others. For school the workshop has a medium for moulding school opinion and getting educational activities backed. In spite of all its usefulness there are very few countries which can claim to have well organized net work of radio workshops. All India Radio is actively thinking in this direction.

Wire broadcasting is a method of bringing radio programmes to our homes. Just as in a telephone system houses are wired by the private or public agencies and a monthly subscription is charged for the programmes provided. It can easily be introduced in cities where the cost of wiring is comparatively low.

This system is really a boon for our own country because radio sets due to their high prices, are not possessed by all. With this view AIR on experimental basis surveyed the areas of Lodi Colony, Karbala, Aliganj, Thyagaraya Nagar and Kasturba Nagar and introduced the service in these areas but due to apathy of subscribers the scheme almost ended in smoke. It was because the revenue was Rs. 40,000 in the year 1965-66 against the estimated cost of Rs. 60,000. Unless the service is given full and wide publicity it is bound to suffer a loss.

United Kingdom has issued licence to some companies to use selected BBC programmes on wire for subscribers on payment of a reasonable fee to the Post Master General. The responsibility for maintaining the connections in good orders is that of the licence holder. There are about 10,00,000 subscribers as against 1,00,00,000 radio receivers.

In our country ~~at~~ Andhra Pradesh was perhaps the first to introduce this system in its ten municipalities as early as in 1947. It wanted to extend wire broadcasting to domestic subscribers in 1956. but Ministry of Information and Broadcasting did not give a green signal. Any way this system because of its utility and economy deserves full attention of the authorities and agencies concerned.

In addition to these educational films, recorded lessons on various subjects, micro films, also can go a long way in improving the learning and teaching procedures in our schools.

Therefore, all Government and voluntary organizations and agencies, interested in the cause of education, must make it a point to give a practical shape to the above mentioned systems and schemes helping in the furtherance and betterment of school education in our country.

UTILITY AND EFFECTIVENESS OF SCHOOL BROADCASTS IN THE SECONDARY SCHOOL EDUCATION OF OUR COUNTRY.

School broadcasts can make our secondary school education more useful, meaningful and effective. At present the service is mostly regional. The main aim of school broadcasts is to help the teacher in his job. They intend to communicate knowledge to the pupils in their chosen subjects and to develop their power of understanding as well as widen their mental horizon. They are to round off the syllabuses and bridge the gap existing among various branches of knowledge.

School text books generally give information by the list. They have nothing to do about their social relevance and their relation to the daily experiences of the students as vital and productive members of the community. Broadcasts are specially intended to elicit the social relevance of knowledge. They can be also used as powerful instrument of conveying to the pupils the personality of eminent speaker. Generally in our country young boys and girls do not have an opportunity to meet men and women of national or international repute. But on radio receiving set they very well listen to their learned talks and feel the impact of their personalities.

School broadcasts must not be taken for some thing different from class room teaching and learning. They are indeed part and parcel of class activity. For example a story listened to on the receiving set can be easily dramatized by students in their schools.

Radio lessons are generally designed to increase the knowledge and comprehension of the working of the bodies, minds and behaviour of men and women living around the pupils. They often aim at providing general education to our children, which is of supreme importance in making them fully socialised beings. They also prevent school education from becoming mechanical study of different subjects and topics.

Broadcast is not a lesson in the strict sense of the term. It is a strong foundation on which a model lesson can be prepared by the teacher. It should not only satisfy the curiosity of the listeners but also create in them a ^{love}passion for learning. Class - room lesson develops spontaneously but broadcast is pre planned team work. Therefore it should be moderate in nature, simple in arguments and closely connected with the day to day experiences of the audience.

Broadcasting ^{has} is a sort of pervasive ^{is} impact on our modern civilization. It moulds the tastes, ^a aptitudes and outloo^r of our pupils. It is instrumental in forming public opinion also. But unfortunately it has not yet become an established source of education in our country. There is no doubt that AIR spends about Rs. 3,00,000 per year on school broadcasts and 1300 hours are devoted to such programmes. But this is only a drop in the ocean because our subcontinent is too big and ^{production} ~~population~~ too meagre to suffice the population.

In USA broadcasting is considered to be an honourable profession but in our own country, it is only a side business. People do not choose to broadcast education as a career. They go to the radio station and give then programmes only to have the satisfaction of being on the air or heard by the people ⁱⁿ large numbers. Much is still to be ^{desired} ~~seen~~ .

The teachers who use broadcasts for class room listening, are fully aware of the fact that radio lessons give access to a number of useful information and provide scientific interpretations and illustrations which enrich the content of their class room teaching. We may here take the example of Bombay Radio Station which in a regular manner puts out broadcasts on subjects such as History, Geography, Language, Literature, Nature study, Science and the humanities over and above. These broadcasts try to strike an equilibrium between various subjects and areas of general knowledge, straight talks, dialogues, dramatizations and feature programmes lend colour vigour and life to radio lesson for schools.

But we must always bear in mind that school broadcasts should not be literally lined up with the syllabus or courses of study prescribed for the schools. It is because they are by no chance an end in themselves but merely a means to enable the students to rise to the fulness of their mental, physical and moral stature.

Teachers and taught while listening to school broadcasts in the class, become fellow participants and come very close to each other. The teacher now becomes a friend, philosopher and guide for the students. This sense of fellowship promotes a cooperative effort in the process of learning. After the broadcast is over the students under the leadership of the teacher should critically examine the lesson and arrive at certain conclusions. Such a practice will enable the class to develop a critical approach towards the realities of the world.

Every school broadcast can be classified into three parts, the preparation, the actual broadcast and the conclusion. The effective follow up activities may depend on the nature and content of the broadcast. Students should be suggested to draw maps and make charts describing the subject matter of the radio lesson. But this practice should not become a formal test or else the students would avoid it.

Selection of useful series of broadcasts is a very important matter. Teacher on the basis of his experience and knowledge should do the job of picking and choosing very carefully. It will make the listening more profitable and delightful. The quality and educational value of school broadcasts depend on their being timely seasonable, simple, clear and interesting. Fixed title programmes such as ' How things began How they were' are universal enough to cover a number of topics for the delight and profit of listeners in the schools.

School broadcasts are a sort of extra resources that go well with books, films and pictures. They can create atmosphere, excite emotion, stir imagination and provoke thoughts. They bring the external world into the class room and make the pupils share the experiences provided to them. The dramatisation of stories and incidents in broadcasts has a direct appeal to the students of all age groups. They have the pleasure of involvement and participation alike.

School broadcasts often give such information as is not easily available to a teacher and in a form that can not be practically matched in the class room. They are specially useful in small schools with limited facilities and particularly in those which are situated in far flung areas of the State. These educational programmes should be regarded as an integral part of the whole learning situation, they should help in its success rather than dominate the State of affairs. Teacher's role in striking the balance is very significant and his advance planning at all stages is of paramount importance. If he is ill prepared himself, his students can not make the best and most effective use of school broadcasts.

Effective educational broadcasting is possible only when mutual relationship exists between the educational broadcaster and the large listeners. In programmes meant for group reception, the political aspect is often apparent and it is the duty of the teacher to save the pupils from political or party indoctrination.

The 20 minutes school broadcast is to form a part of the total learning situation. It must not be an isolated experience in one 35-40 minutes class period. Much time should be given for the radio lesson to make its maximum educational impact. In secondary schools it is necessary to provide for a double period or to carry on the work in the following period.

Both the teachers and students should be mentally prepared to listen to the broadcast. They must have their requisite materials with them. Teacher is expected to give a brief introduction to the class before hand so that the pupils may not feel difficulty in assimilating the content of the lesson. Besides this, teacher must ensure the following before the broadcast starts ;

1. If the equipment is in place and functioning properly.
2. Are the materials for experiments during the broadcast and followup ready.

3. Can children hear and see adequately.
4. Teacher is to introduce briefly main points of the previous broadcasts and outline the coming one.
5. Write ^{on} ~~an~~ black board names, words or phrases that are necessary for the understanding of the programme.
6. Ensure if the class has essential historical and geographical background information.

The teacher's role during the broadcast should not be passive one because he often sets the tone of the experience. If he laughs at a certain point, the class also follows suit, if he concentrates the class is more likely to concentrate and if somehow his interest is distracted, the whole class loses interest in the programme. This sharing of experience by the teacher and the taught is very important and it contributes much in establishing a close relationship of mutual partnership and understanding. Note taking by the class should be discouraged because it will tell adversely on the listening of the programme.

The response of the pupils to the programme is very important. Do not snub them. Give them full opportunity to voice their views reactions, comments and suggestions.

The main activities which teacher encourages and develops in the class, depends largely on ages, abilities and aptitudes of the pupils, on the nature and purpose of the particular programme series and on the educational objectives he bears in his mind. In order to ensure if his pupils have really followed the broadcast, he may invite ^{two} two or three members of the class to relate main points of the broadcast to their own experience. This may give a good ^{opportunity} opportunity to further lines of development.

Discussion in the class as a whole will prove to be more useful and productive provided it takes place in the form of small groups. Developing class discussion requires skill, intelligence and practice both on the part of the teachers and the pupils. Sometime a short recapitulation by the teacher of the salient points in certain educational programmes

may provide valuable reinforcement. But avoid dissecting the programme itself.

Discovery of school's own social and cultural milieu in relation to points raised in the broadcast enables pupils to learn much from personal observation sharpened by the stimulus of the radio lesson. Outside tour will all the more extend students first hand experience. It is often advisable to make arrangement for the visits of outside speaker to the school to coincide with a project in progress. For instance at secondary school level the youth Employment Officer might address the teenagers who have just heard a luminous broadcast on the same aspect of career.

Students can put on record their observations or feelings after broadcasts not only in writing but also by cine and still photography, taperecording, painting or even modelling. A visible end product of all these may come in the form of wall exhibits (Charts maps and friezes etc).

Some radio lessons may lead to creative expression both by teacher and the taught. Some time a class may want to listen the programme just for pleasure. Here teacher will have to grant them this concession. On the other hand a class may not like to discuss things just after a programme because of the powerful emotional impact on them. In that case teacher must postpone the dialogue for some other suitable time. Recorded broadcasts are of immense value. They can be used at any convenient time by the teacher and the pupils. In order to ensure an ideal listening condition the teacher must always bear in mind the following guide lines .

1. Use a good quality outdoor aerial to reduce external interference and background noise.
2. After letting the radio set warm up for a couple of minutes, check tuning daily before using the broadcast.
3. The sound will be clearer if the tone control is adjusted to give more treble (clear and crisp and less bass (deep and mellow)).

4. See if difficult acoustic conditions in a resounding hall or class room can be improved by drawing curtains where available or simple acoustical treatment.

5. Ensure if the volume control gives enough sound for the listener farthest away to hear in comfort without it being too high for those in front. Make off and on spot checks on listening conditions in various parts of the class room to be sure that they are satisfactory for all the listeners present there.

Thus it is quite clear that radio and sound equipment is a prerequisite to the use of radio in schools. Without radio receiving set teachers can not listen to broadcasts in their class room without record and transcription players. They also can not make effective use of educational recordings without satisfactory equipment.

Nation wide school broadcasts accord common educational experiences to all the schools of the country. They help in the unification of country's education. It has rich resources in comparison to regional or local broadcasts which may be planned and constructed to fit the specific curricular needs of a community.

The following are some main criteria of a good school broadcast.

1. A school broadcast must be consistent with the principles and aspirations of Indian secularism and democracy.
2. A school broadcast is to be tune with the co-curricular purposes of the schools and of the class room. School broadcasts are basically complementary to the scheduled course of study and to the daily work of the class.
3. A school broadcast must be accurate and authentic in its presentation of information, issues and personalities ever and above.

4. A school broadcast should make use of those resources which are peculiar to radio. For instance we may take, comments, dramatic costs spot broadcasts from the scenes of events and interviews with famous personalities. These are some of the instances of unique possibilities of radio. A school broadcast generally contributes educational experiences which an ordinary teacher can not provide within the class room.
5. A school broadcast should have such subject matter as suits to the maturity level of listening pupils. Teachers too should be careful enough to choose broadcasts whose content is within the reach of comprehension and emotional maturity of their disciples.
6. A school broadcast must be clear and easily understandable to the pupils. A primary need is clear noise and free reception. Broadcasts should use such words, phrases and ideas as are familiar to students.

7. Finally a broadcast should be interesting and delightful for the listeners. It should be free from dullness and boredom. It must have appealing characters, life like dialogues, conflict intense and suspense.

Announcements should be crisp, to the point and interesting. Aw^kward pauses should be avoided. Scripts of announcement should be typed with double spacing so that the announcer may not feel difficulty in reading tal's and reports should be broadcast by the central distribution system of the school if there is any. News casts both of school events, national and international may be duly reported. Scripts should be prepared in advance and be given to school broadcasting committee for perusal and approval. Winners of the rewards in games and sports of the college should be interviewed at the radio station. Disputable subjects may be discussed by a group of students to the benefit of the listeners. Variety programmes be organized with the help of students of different classes.

Dramatisations have much appeal for participants and listeners alike. Recital and concerts programmes should be simple but appealing. Teachers will ascertain which programmes have direct influence on the personality formation of the students. Subjects to be covered for school broadcasts should be selected in consultation with the Heads of Schools. For Planning radio lessons, Planning Committees of subject teachers should be set up at every radio station originating school broadcasts. This would be over and above the Consultative Panel for Educational Broadcasts which consists of the representatives of the State Education Department, Listening Schools, Teachers' Training Colleges and Universities, ^{to be} It attached to every AIR station in the country. Its chief function is to advise the station on educational broadcasting problems in general and programme planning in particular. The Panel holds its meeting once a year.

Thus it may be said that utility and effectiveness of school broadcasts in the secondary school education of our ~~subject~~ country can not be gain said by any sensible man.

CONCLUSION :-

In fine, it can be safely said that school broadcasting service is of vital value to every country. It can deliver tremendous goods to all schools whether big or small. A number of problems may come in its way but they have to be encountered and surmounted with confidence and fortitude. Passive attitude of teachers, opposition from educational authorities or public, paucity of funds and shortage of trained personnels are some of the major stumbling bloc's in the path of school broadcasting service. But there is no room for complacency because these hurdles are not unconquerable.

Selected science teachers from every school having special aptitude for radio should be given brief in service training at the nearest radio station so that they may be able to discharge their duties as an efficient and successful radio teacher. They may be given extra allowance for handling and maintaining the receiving sets as well as doing this job before, during and after the school broadcasts in the institutions. In Uttar Pradesh every secondary school charges audio visual fee from the students at the rate of six paise per month. Consequently there is a fairly good amount at the disposal of the principal. Therefore, all the expenses concerning the purchase of radio sets, their repairs, maintenance charges and teacher's allowance may easily be met from this fund and the education department should declare this expenditure to be a fully approved one so that the auditors of accounts may not raise objections. Other states may also follow suit in order to solve their financial problems.

The apathy of some state education departments towards school broadcasts can not be overlooked. Uttar Pradesh, Bihar, Madhya Pradesh, Orisa, Rajasthan, Himachal Pradesh and West Bengal are some examples. They have not yet set up school broadcasts panels to organize radio listening in schools in a systematic and regular ~~systematic~~ manner. It is really a very sad tale to tell. In order to achieve the desired results and maximum benefits through school broadcasts, it is imperative on the education and radio authorities to see that radio listening is made compulsory for all the schools and it becomes a part and parcel of school curricula. In a developing country like India where secondary schools, on account of their meagre financial resources are not properly equipped and staffed, school broadcasts can prove to be of immeasurable value and utility. Therefore, it is the foremost duty and joint responsibility of Government and voluntary organizations to extend their full and willing cooperation in the promotion, utilization and popularisation of school broadcasts in the country.

Mr. William B. Levenson has put forward some useful suggestions regarding the activities of the teachers and taught before, during and after the school broadcasts. They are as below :-

(27) " Pre-broadcast activities can be of numerous types. They will vary with the teacher objectives and also with the programme form and content. The demonstration lesson procedure involves definite preparatory steps. While a dramatized or musical enrichment program may be most effective with but a minimum of prebroadcast activity, merely a few comments to set the stage.

Teacher is to be sympathetic to the use of this tool. If the teacher regards the radio as an added burden, it is inevitable that her children will react accordingly. If she thinks of the radio as an assistant that is striving to serve her, she and her charges will enjoy added service.

(27) Teaching Through Radio By William B. Levenson,
Directing Supervisor of Radio Board of Education
Cleveland Ohio Farrar And Rinehart INC New York
(1st June 1945) Pages 159 to 167.

Modern educational philosophy places full emphasis on what happens after an educational experience. Little of importance will result unless adequate preparation has been made.

" If the group is to listen to a dramatized program, several suggestions might be made to the children, such as these ; Is the language, used in keeping with the local^{ity} and period? Are the sound effects inculcating the music appropriate ? Is the characterization sincere and correctly drawn ? children should be guarded against concerning themselves with unimportant details. So they may^{be} asked to determine the chief purpose of the program.

ACTIVITIES PREPARATORY TO THE BROADCASTS

1. Putting questions about the broadcasts topic on the black board.
2. Discussing questions about the topic with the class.
3. Telling the class what the teacher knows about the topic.

4. Having students summarize what they know about the topic.
5. Discussing motion pictures related to topic.
6. Using maps of various kinds.
7. Listening the things the class wants to know about the topic.
8. Looking at pictures or Lantern slides illustrative of the topic.
9. Special exercises such as oral drills or dictation to make pupils more ear minded.
10. Reading magazines, newspapers or books about the topic.
11. Looking at specimens, models or articles related to the topic.
12. Having illustrative or explanatory materials in pupil's hands before the broadcast.
13. Using the reference book for specific information.
14. Asking some one outside the class to tell about the topic.
15. A few moments of expectant silence just before the broadcast.

16. Talking on imaginary journey related to the topic.
17. Having students write out what they know about the topic.
18. Writing and defining keywords related to the topic.
19. Imagining with the class what will be covered in the broadcast.
20. Studying the broadcast manual and attempting to carry out some of its suggestions.
21. Making books and magazines related to the topic.
22. Visiting a radio station and seeing a broadcast.
23. Making all necessary seating arrangements or room adjustments in advance of a broadcast.
24. Making illustrative and supplementary materials.
25. Making plans to connect the broadcast with regular class work.
26. Posting advance announcements of the broadcast.
27. Having students keep advance notes about the topic of the broadcast.

DURING THE BROADCAST

The teacher is a participant. If he manifests a vital interest in the material the children will react in a similar manner. On the other hand if instead of listening with the children she turns to do some clerical work or becomes occupied, she is being decidedly unfair to the children. She is not teaching with radio.

" A capable teacher knows that the broadcast period provides her with a unique opportunity to observe the reactions of her pupils. She notes down the difficulties of the pupils and learns new approaches to her subject.

" Usually the teacher should be at the front of the room where the pupils may see her and share her interest and where she can use whatever material may be helpful."

" Even if no program booklet is available the alert teacher will perform whatever activities enhance the effect of the broadcast. In a news program she may point out to the map as a certain region is discussed. During an English program ~~xx~~ a new word or two may be written on the black board. In an elementary music series she may demonstrate the ~~suggestions~~ suggested rhythmic activity. During an art broadcast she can show the pictures mentioned. As she performs these functions she is fully aware that too much activity and too much talk on her part may distract rather than help the listeners."

Required Material Must Be Available

If lantern slides are to be used, child must be instructed in the use of the projector. It requires participation of the entire class."

NOT ALL PROGRAMS ARE EQUALLY SUITABLE

There can be no radio program that is suitable for all children, even of the same age. The nature of radio program implies that generally it will be aimed at the average in abilities.

WHEN IS A CHILD LISTENING ?

It is a mistake for the teacher to think that a child listens when he looks straight ahead at the loudspeaker. Some children do their most effective listening while they are seeming gazing or merely drawing pictures.

" By forcing children to accept stereotyped practices in listening, the teacher confuses a physical form with a mental state."

NOTE TAKING AND OTHER PUPIL ACTIVITY

If the basic purpose of the programs is to create desirable attitudes, notes taking is not necessary if it is to accumulate facts, note taking can be justified.

Small children should be discouraged to take notes as they may have difficulty in writing and spelling and they have no experience which enables them to note only what is significant.

AFTER THE BROADCAST

" The activities which follow a broadcast can be as varied and as valuable as those which precede it - - - - -."

Some broadcasts may provide a real challenge for a worth while discussions, others may present a fine summary for which even a brief text may produce an emotional reaction for which any follow up is unnecessary, if not actually harmful.

VARIATION IN PROCEDURES IS ESSENTIAL

The follow up should not be regarded as an opportunity for testing the pupils to determine what facts they have acquired. In this case post broadcast period becomes dull.

LEARNING MUST BE INTEGRATED

" Another weakness in utilization, perhaps less frequent, is the failure to relate the radio material to the past experiences of the child. The psychology of learning, as it is applied to text materials, must also be applied to radio materials and the learning derived from listening must be used to reinforce other class room experiences. Whatever objectives might have been attained by the radio visit, should not be isolated, but rather must be integrated to all other worth while goals. of course all the above mentioned pieces of advice regarding the utilization of school broadcast are very valuable and feasible but they are not applicable in our institutions entoto because the facilities enjoyed by American Schools are not available here. Any way we will try our best to provide all possible requirements to our listening schools within our limited resources.

It is a bitter fact that unless the broadcasts are directly related to the school curriculum, they can neither be adjusted in the time-table nor be of any worth to the students. Apart from this time tables of all the listening schools should be framed on a similar pattern. Therefore state authorities should make the radio lessons compulsory and give a uniform time table to be followed by all the institutions. Radio And TV Committee Report of 1966 suggests some fruitful measures in the following words :-

(28) " An alternative has been suggested of providing tape recordings of programmes to schools. One advantage would be that they can be used to suit the time table of the ~~xxxx~~ individual schools, an other would be that the recorded programme could be interrupted by the teacher when needed to explain or discuss a passage. Secondly, where schools run in two shifts, recorded programmes alone would make it possible to give the lessons to both shifts.

(28) Radio And TV Report of the Committee on Broadcasting And Information Media(1966) Page 111
Para 420.

Thirdly, as the curriculum does not normally change more often than once in three years, the same tape could be used for successive years. This is an alternative worth exploring."

It is true that "this alternative will involve a handsome expenditure but it is worth doing. This is a very happy sign that AIR has decided to set up panels of script writers in every station and organise workshops both for broadcasters and Script - Writers. Talents must be discovered and given proper training. In the words of Mr. C.L. Kapoor :-

(29) " The quality of programmes ultimately depends on the competence of producers, the imagination and writing skill of script writers and the availability of trained voices to act the parts."

The educational programmes of All India Radio on Good English and Good Hindi are aimed at providing to listening institutions, a good chance to have the pleasure of listening to cultivated voices informative talks and effective performance over and above.

Any way schools broadcasts if properly organized and utilized may prove to be a potent transforming force in the secondary school education of our country.

A-t last we may say that the pace of education and radio authorities towards reaching the long cherished goal of introducing school broadcasts in our secondary schools is really very slow but path is right.

S U G G E S T I O N S

Here are a few humble and useful suggestions for making the school broadcasts more effective and successful.

1. Communication satellites can be of great help in school broadcasting. It can activate every radio station.
2. A separate radio station on its own wave length (as far as possible FM) be set up.
3. Attempts to be made to meet the needs of all types of educational institutions.
4. The place of teachers is of vital significance. No improvement should be made at the cost of his own existence in the school.
5. The importance and responsibility of the status of the teacher to be enhanced.
6. The prime object to be achieved from school broadcasting is continuous instruction on a wide variety of subjects.

7. School broadcasts to be a regular feature not sporadic one.
8. Novel technique if possible to be used inform rooms in connection with broadcasting.
9. As far as possible the length of school broadcast must not exceed 20 minutes so that proper time may be given to students for discussion and writing of notes.
10. A weekly or fortnightly paper to be published and mailed for the schools.
11. A strong controlling body say a general council with elected members to be established.
12. The final authority to be vested in All India Radio, New Delhi.
13. Different committees and sub-committees to be set up for dealing with the needs of various types of schools.
14. Cooperation through these committees with individual schools.
15. Members of these committees to be experts in the subjects.

16. The meetings of general council to be held at short intervals.
17. The General Council to comprise executive Committee and necessary officials.
18. A head-quarters ~~xxxxx~~ academic staff to be established.
19. A cell for the provision of books, booklets, leaflets pamphlets and illustrations over and above.
20. School library to have a separate section of illustrations.
21. Some subjects which are best suited for school broadcasts to be elaborately dealt with (For instance -- Nature study, Science, History, Citizenship, Music, Aesthetics, Languages and Art etc.).
22. There should be close ties between Board of Education and School Broadcasting Organization.
23. Occasional help to be had from the experts of the subjects in the Universities.

24. The problems of leisure to seriously taken into account.
25. Young children to be divided into groups according to their age, aptitude and ability.
26. The encourage ment of interests covering the total life of the children -- intellectual, physical, social, economic and spiritual.
27. Every school must have a broadcasting room.
28. Suitable receiving sets at reasonable prices to be made available.
29. Expert technical guidance and instruction in maintaining these sets to be arranged.
30. Constant consideration of the possibilities of TV in relation to school broadcasting.
31. As it is becoming quite common to make tape recordings of radio programmes. Hence it is always desirable to select a radio which is equipped with an 'out put Jack'.
- 32.

32. An Advisory Board for school Broadcasting to be set up. Its members to represent the Union Ministry of Education, State educational Authorities, renowned University professors, members of the managing body of the schools, teachers and the representatives of All India Radio.
33. The Board is expected to form sub-committees to plan the course in every different subject. These sub-committees will employ specialists for writing, scrutinizing and evaluating the scripts. They should also make arrangement for the desirable illustrative material for the radio lessons.
34. There should be local boards in each state with representatives of local radio station and local educational officers to implement the plans chalked out by the National Board.
35. The State Boards should choose a few schools to which radio sets should be given and they must have consultative service on technical matters to put forward suggestions on types of equipment, recording techniques and proper maintenance of radio sets in the institutions.

36. The National Board is to have weekly or fortnightly evaluation of the impact of the school broadcasts. These surveys should be planned mainly by state Boards with All India Radio's Listener research unit and the results thus obtained should be put before the National Board so that it may be able to adjust and enlarge the programmes as needed and desired.
37. Occasional conferences should be organized to promote school broadcasting.
38. The National Board must have an information and evaluation service to give information to schools as well as to state Boards on scripts and recordings available at various centres.
39. The National Board should prepare an estimate of the resources and allocate them to the following items :-
 - (a) Provision for the supply of radio sets to the institutions.
 - (b) Allocation of funds to All India Radio Stations for producers and programmes.

- (c) Developing the National Institute for Audio-Visual Education.
 - (d) Production of illustrative materials.
 - (e) Regular supply of discs and tapes to schools.
 - (f) Holding of conferences from time to time.
 - (g) Setting up research and training centres for the purpose.
40. School broadcasts should not be of general nature. They be curriculum based.
41. The selection of subjects and presentation of material to be both imaginative and planned correctly or else the delivery of tal^s will be unsatisfactory.
42. The pamphlets and literature given to institutions must be priced and sold for maximum use.
43. It is true that reading rates vary from person to person but golden mean should be adopted. It is too rapid if exceeds 185 words per minute and too slow if it is less than 145 words per minute. Hence radio announcers are expected to read at about 145 words a minute.

- (44) The school broadcaster can very well measure usefulness by finding out proofs of modified behaviour. If the broadcasts try to stimulate reading, develop skills, the use of visual aids by teachers, to change certain health habits, they serve useful purpose.
- (45) To set up radio committees in civic groups. It will be a starting point for school ~~board~~ boards.
- (46) Schools to be fully equipped for radio reception.
- (47) Talented teachers to be encouraged to take college radio courses in order to prepare themselves for organizing and managing school radio producing units.
- (48) To seek the active cooperation of the radio departments of local colleges for creating community service programmes.
- (49) To publish a weekly or fortnightly radio log to help in the selection of radio programmes on the air.

- (50) It is always useful to develop plans for allowing students credits for listening to educational programmes.
- (51) To set up radio work shop in schools to practice and produce useful local programmes.
- (52) To appoint a radio director in the school system with a small radio staff.
- (53) To set up proper recording equipment in the schools.
- (54) Build ^{li}libraries of recorded programmes to be used by teachers.
- (55) To develop radio production units in schools.
- (56) To ~~is~~ issue necessary instruction for teachers in class room utilization of radio.
- (57) To form a local school of the air.
- (58) To set up local forums of the air for the discussion of civic and economic problems.
- (59) To establish a machinery for checking the effectiveness of community programmes.

- (60) Develop close cooperation with news papers and work out plans for regular publicity and for printed listener aids.
- (61) To install a short wave station under the supervision and control of school board for programmes specially designed for the class rooms.
- (62) To form a student listening group whereby several pupils assemble at a home and listen collectively with a view to develop a listening habit.

S E L E C T - B I B L I O G R A P H Y

1. Atkinson Carroll :- Public school Broadcasting to the class room. Boston : Meador Publishing Co. 1942, 143 Pages.
2. Abbot Waldo :- Hand book of Broadcasting Second Edition. New York MC Grawhill Book Co. Inc. 1941, 422 pages.
3. Annual Report and Accounts BBC 1927 to date 1964-65.
4. Averill, L.A. The Psychology of the Elementary School Child. New York Longman's Green 1949.
5. Adams Elsie W. "Planning And Developing a Unit on Aviation." Elementary School Journal December 1945.
6. Andesson Vivienne " American Colonists -1945, Social Education December 1945.
7. Asa Briggs :- The History of Broadcasting In The U.K. Vol 1, London, Oxford University Press New York Toronto -1961.
8. Archer G.L. : History of Radio To 1926 (New York - 1938).

19. Carlisle, Norman V and Rice Conrad C. Your Career
in Radio, New York EP Dutton & Co.
June 1941, 189 Pages
20. Conmah Douglas Duff : How to Build the Radio Audience
New York Harper & Brothers 1938
271 Pages.
21. Chase Francis Jr Sound and Fury New York Harper
& Brother 1942 , Pages 303
22. Carlile, John S Production and Direction of Radio
Programmes. New York Prentice Hall
Inc 1939, 297 Pages.
23. Cantril, Hodley and Allport Gordon W. Psychology
of Radio New York Harper and
Brothers 1935, 266 Pages.
24. Crews Albert Radio Production Directing New York
Houghton Mifflin Co. 1944.
25. Chester Girard and Garrison AG - Radio and TV
Appleton Century 1950 Crafts New York
26. C.L. Kapoor - Radio In School Education Govt of
India Press New Delhi 1961 Pages 115.
27. Carlton W.H. Erickson Ed.D. Administering Audio-
Visual Services, New York
The Macmillan Company 1959.

28. Carmichael, Leonard (Ed) Manual of Child Psychology
New York John Wiley and Sons 1946.
29. Dale Edgar Audio Visual Methods in Teaching
the Dryden Press 1946 New York
30. Dryer Sherman H. Radio in Wartime New York
Greenberg 1942 384 Pages.
31. ~~Byxxxxx~~
Dunlap Orrin E Jr Talking on Radio New York Green-
berg 1936 Pages 216.
32. De Haven, Robert and Kahn H.S. How to Break into
Radio New York Harper and Brothers 1941
160 Pages.
33. Darrow Ben H. Radio Trailblazing, Columbus Ohio
College Book Co. 1940, 137 Pages.
34. Darrow Ben H. Radio the Assistant ~~xxxxx~~ Teacher
Columbus Ohio R.G. Adams and Co.
1936. 274 Pages.
35. Dixon Peter . Radio Sketches and how to write
them, New York Frederic A Sloves
Co. 1936 274 Pages.
36. Dewey JOHN Education To day Putnam's Sons 1946
New York.

37. Eisenberg A.L. Children And Radio Programs New
Yor^r Columbia University Press
1936. 234 Pages.
38. Ewban^r H.L. and Lawson S.P. Projects For Radio
Speech New Yor^r Harper and Brothers
1940. 158 Pages.
39. E.G. Edited by Weddel Structures of Broadcasting
A symposium Manchester Press 1970.
40. Ewban^r Henry L. Radio In The Clas^s Room. Madison
University of Wisconsin Press 1942.
41. Enver Bagiror and other Soviet Mass Media ,Aims
and organization Past And Present
Novosti Press Agency Publishing House
Moscow 1979.
42. Floherly, John J. On The Air, New Yor^r Double Day
Doran and Co. 1937, 99 Pages.
43. Frost S.E. Education's Own Stations Chicago Univer-
sity Chicago Press 1937, 481 Pages.
44. Fran^r M. Earle. Reconstruction In The Secondary
School University of London Press Ltd.
St. Hugh's School Bic^ley Kent 1943.
Federal republic of Germany, Public
Opinion Edited By the Press And In-
formation Office of the Govt. of
Federal Republic of Germany Bonn 1971.

451. George N. Gordon Educational Television By the
Centre for Applied Research in
Education INC New York 1965.
46. Gesell, Arnold (elal) The Child From Five to Ten
New York Harper and Brothers 1948
47. Herbert Trotter Jr Total Communications In Education
Educational News ~~Service~~ Service
P.O. Box 508 Saddle Brook
New Jersey USA 1965.
48. Herzberg Max J. Radio and English Teaching New York
D. Appleton Century Co. 1941
246 Pages.
49. Hell Fran' Earnest Listen And Learn American Assoc.
1947 For Adult Education New York
50. Hoffman W.G. and Rogers R.L. Effective Radio
speaking New York Mc Graw Hill
Book Company Inc 1944, 241 Pages
51. Hell F.E. Listen and Learn New York George Grady
Press 1937. 248 Pages.
52. Harrison Margaret Radio in Class Room New York
Prentice Hall Inc 1937. 260 Pages
53. Hell F.E. and Williams W.E. Radio's Learning Group
New York Columbia University Press
1941 . 270 Pages.

54. Hubbell Richard W. 4000 Years of Television New
York G.P. Putnam's Sons 1942
256 Pages.
55. Hoggart R Mass Communications in Britain in Ford B
ed Pelican Guide to English Literature
No. 7 Penguin 1961.
56. H.P. Saxena Education And the National Emergency
(Radio Listening Groups (A hand book of
Suggestions for Schools and Social
Education Centres.
57. J.C. Basa 5 Instruments for Broadcasting useful
Knowledge Printed by Aryan Printing
Works 67 Durga Charan Mittar Street
Calcutta 1941.
58. J.Howard White House - Broadcasting And Education.
Published by Humphrey Milford Oxford
University Press 1936.
59. J. Scupham Broadcasting and Community London CA
Watts and co. Ltd First published in 1967.
60. K.S. Mullick Tangled Tapes. The Inside Story of
Indian Broadcasting, Sterling Publisher
PNT Ltd. New Delhi 1974.
61. Kenneth Lamb Religious Broadcasting.

62. James W Brown, Richard B. Lewis, Fred F. Marcle road,
A.V. Instruction Materials and Methods
Mc Grawhill Book Company Inc New York
Toronto London 1959.
63. John U. Michaelis - Social Studies for Children In
a Democracy - New York Prentice Hall
INC 1950
64. Klapper J.T. The Effects of Mass Communication
Glencol Free Press 1961.
65. Kenneth B Haas - Preparation and use of visual Aids
and Harry Q. Pacher New York Prentice
Hall Inc 1946.
66. Lester B. Sands - Audio Visual Procedures In Teaching
The Ronald Press Company New York 1956
67. Lazarsfeld Paul F and Stanton ,Franz, Radio Research
1942-1943 New York Dvelt Sloan and
Pearce 1944. 599 Pages.
68. Levenson B.W. Teaching Through Radio Reinhart and
Co. 1945, New York
69. Lea-Robert E Television the Revolutionary Industry
New York Essential Books 1944, 229 Pages
70. Leather Wood Dowling Journalism on the Air Minnea-
polis Burgess Publishing Co.1939
101 Pages.

71. Leverton Garrett H. On The Air New York Samuel French
1944. 259 Pages.
72. Lohr Lenox Television Broadcasting New York Mc Graw
Hill Book Co. Inc 1940, 274 Pages.
73. MC Koun J.H. and Roberts BA Audio Visual Aids To
Instruction MC Graw Hill Book Co.
New York 1940.
74. Mac Latchy, Josephine H. ed Education on the Air.
Year book of the Institute for
Education By Radio Columbus. Ohio
Ohio State University 1930-1944.
75. Morris James Radio Workshop Plays X. New York
H.W. Wilson co. 1940. 322 Pages.
76. Marsh S.C. Educational Broadcasting Proceedings
of the first and second National Conference
on Educational Broadcasting Held in
Washington DC 1936-1937, Chicago University
of Chicago Press.
77. Margan Alfred Getting Acquainted with Radio. New -
York D. Appleton Century Co. 1940
285 Pages.
78. Melville Dinwiddie Religion By Radio London George
Allen And unwinco Ltd. Rushin House
Museum Street First Publication 1968.

79. Miss Mehra Masani Broadcasting and the People
Published By the Director National Book
Trust A-5 Green Park New Delhi 1976
179 Pages.
80. Moti Lal Bhargava History of Secondary Education in
U.P. 1st Edition 2nd October 1958.
81. Mina Swaminathan - Drama In Schools (NCERT publi-
cation unit B-31, Maharani Bagh
New Delhi-14.
82. Nagler, Frank, Writing for Radio New York Ronald
Press Co. 1938, 160 Pages.
83. New Horizons in Radio. Philadelphia Annals of the
American Academy of Political and
Social Science Vol 213 January 1941
253 Pages.
84. Narendra Kumar Educational Radio In India Arya
Book Depot Karol Bagh New Delhi-5
1967, Pages 116
85. Norman J. Atkinson : Modern Teaching Aids (A -
practical guide to Audio Visual Tech-
niques In Education Published by
MacLaren A nd sons Ltd. London 1966 (ECL)
86. Oboler Arch and Longstreet, Stephen Free World
Theatre New York Random House 1944,
270 Pages.

87. Parker Lister Ward. School Broadcasting In Great Britain. Chicago University of Chicago Press 1937, Pages 160.
88. Perry Armstrong Radio In Education. The Payne Fund 1929, New York.
89. Peterson Tensen and Rivers . The Mass Media and Modern Society C Holt Rinchart and Winston Inc New York 1965.
90. Quillen I. James and Hanna Lavone A . Education For Social Competence, Chicago Scott Foresman and Co. 1948.
91. Robert Holland Rochford, Helen Fox and Graidy Elizabeth Afr Lanes in English New York MC Graw Hill Book Company Inc. 1942, Pages 501.
92. Rogers Ralph, Do's and Radio Writing. Boston Associated Radio Writers Inc. 1937
104 Pages
93. Rolo Charles J. Radio Goes to Was New York G.P. Putnam's Sons 1942 Pages 293.
94. Rose C.B. National Policy of Radio Broadcasting New York Harper & Brothers 1940
283 Pages.
95. Radha K. Mukerji - Ancient Indian Education.

96. R.E.d Kieffer Manual of Audio Visual Techniques
Prentice Hall of India Pvt. Ltd.
New Delhi(1966).
97. Rodney Bennett The Informing Image.
A Career In Radio And Television
Published in 1968.
98. Seligman, Marbrie and Fogle Sonya, Solo Reading for
Radio and Class Work New York Dramatis
Play Service 1941, Pages 56
99. Stewart Irvin ed Local Broadcasts to Schools Chicago
University of Chicago Press 1939, 239 Pages.
100. Sauer J.E. Radio Roads to Reading New York
H.W. Wilson Co. 1939, 236 Pages.
101. Seymour, Katherine Practical Radio Writing New York
Longman's Green and Company 1938, 308 pages
102. Steele R.L. School Broadcasting in Great Britain.
Evans Bros. Ltd. 1946 London.
103. Siepmans R.L. Radio Television And Society Oxford
University Press 1950 New York
104. Siyit K. Chakrabarti , Audio Visual Education In
India. Printed by the Revitt Rosner S.J.
at the Little Flower Press 146 Bipin
Bahari Gangoli Street, Calcutta-12(1967)

105. Townsend M.E. Audio Visual Aids For Teachers
New York H.W. Wilson Co. 1937, 131 Pages
106. Thorne Sylvia and Gleason Marion Harris The Pled
Piper Broadcasts Radio Plays for
Children New York H.W. Wilson Co. 1943
Pages 380.
107. UNESCO Radio in Fundamental Education in Under
Developed Areas 1950
108. UNESCO Education By Radio School Broadcasting 1949
109. UNESCO Mass Media in Developing Countries Paris 1961
110. UNESCO Radio And Mobile Van In Fundamental Education
111. Weiser Norman S The Writer's Radio Theatre New
York Harper and Bros. 1942. 210 Pages
112. White J.R. Let's broadcast New York Harper and
Brothers 1939, 266 Pages.
113. Wheeling K.E. and Helson J.A. Audio Visual Materials
For Junior and Senior High School Reading
New York H.W. Wilson Co. 1941, 98 Pages
114. Wylie Max Best Broadcasts of 1938-1939, 1940-1941,
New York Whittelsey House 1940-1941.

115. Whipple, James, How to Write for the Radio New York
MC Graw Hill Book Company Inc 1938. 435 Pages
116. Wisconsin Research Project Radio in the Class room
Madison University of Wisconsin Press 1942
205 Pages.
117. Wylie Max Radio Writing New York Farrar and Rinehart
Inc 1939, 550 Pages.
118. Woelfel MC Tyler IK Radio And the School World Book
Company New York 1945.
119. Wrigutstone J.W. and Campbell = D.S. Social Studies
And the American way of Life - Evanston
Illionois, Row, Pelerson and Co. 1942
120. Walter W.R. Hearing to live Art and Educational
Clubs Ltd London.
121. Wilbur Schramm - Mass Media In the National Develop-
ment Stanford University Press 1964.
122. Wittich A.W. and Foul'es G.B. Audio Visual Paths to
Learning. Harper and Brothers 1946
New York.

123. William B. Levenson Teaching Through Radio Farrar
and Rinehart Inc New York June 1945
474 Pages.
124. William R. Communications (rev. edition) Chatto and
Windus.
125. W.L. Rivers The Mass Media (Harper And Row New -
York And London 1964.
126. Wood And Freeman - Motion Pictures In the Class
room (Houghton Mifflin Co. Boston.
127. Wittich And Schuller - Audio Visual Materials,
their Nature and use Harper and Bros.
New York 3rd Edition 1962.

REPORTS OF VARIOUS COMMITTEES

1. Report on the Broadcasting in India upto 31st March 1939.
2. Yearly Reports on the Ministry of Information and Broadcasting Government of India 1947- 66.
3. Broadcasting to Schools - Report on the Organization of School Broadcasting Services in Various Countries UNESCO 1949.
4. Twelfth Report of the Estimate Committee of Ministry of Information and Broadcasting All India Radio 1955
5. Educational Broadcasting Report of a special Broadcasting in the Country of Kent during the year 1927
6. The Educational Role of Broadcasting International Institute of Intellectual Cooperation- Paris.
7. Aspects of Broadcasting in India A Symposium Publication Division of Ministry of Information.
8. Report of the Progress of Broadcasting upto 31st of March 1939 Government of India.
9. Acharya Narendra Deo Committee Report 1939 on Primary and Secondary Education Reorganization and Broadcasting New Delhi.

10. A Report of the Committee on the Function of art
In General Education For the Commission on Secondary
School Curriculum.
The Visual Arts In General Education
D. Appleton - Century Company (Incorporated)
New York - London 1940

YEAR BOOKS AND JOURNALS

1. Education on the Air :- Year Books of the Institute
For Education By Radio 1947 to 1950.
2. Audio Visual Materials of Instruction : The Forty
Eight Year Book of the National Society for the
study of education. The University of Chicago
Press 1954.
3. Radio Communication Pilot Project for Accelerated
Adoption of High Yielding Varieties of Rice and
Wheat and other Improved Agricultural Practices.
All India Radio New Delhi 1966 (unpublished)
4. Radio And Television.
Report of the Chanda Committee on Broadcasting and
Information Media Ministry of Information and
Broadcasting Govt. of India New Delhi 1966.

5. Farmer's Education and Functional Literacy Govt. of India, New Delhi 1966 (unpublished)
6. BBC Quarterly Journal 1946
7. BBC Hand Book Annual 1966
8. Zirbes, Laura " Continuity of Social Learnings :
NEA Journal November 1949.

MAGAZINES AND LECTURES

1. Harjjan 1937 Wordh. Gandhiji opening speech at the Educational Conference Published in 1936-37.
2. Sardar Vallabh Bhai Patel Lecture - Education Reconstruction In India delivered by Late Dr. Za'ir Husain ~~with~~ 4th Series Broadcast by AIR Dec. 1958.
3. Secondary Education Published by the Ministry of Education Government of India ~~with~~ April 1959 (A Quarterly - Magazine).

PAMPHLETS AND CHARTS

1. Using Radio And Television (A guide to class room
Practice BBC. May 1969 represented
1973-1974 (P 371, 333 BR 1)

2. BBC Pamphlet School Radio And the Tape Recorder 1968

3. Readings, Dialogues And Tal's For Preparatory
Secondary And other Schoos Spring Term 1931
19 January to 26 March.

4. Programme of Readings, Dialogues And Tal's For
Preparatory, Secondary And other Schools Autumn
Term 22 Sept - 11 Dec. 1930.

5. Drama In Education Edited by Novals Richards
Printed at the Kapur Art Printing works Lahore
July 1945.

6. Educational ~~xxxx~~ TV. And Radio In Britain (Papers
Prepared for National Conference Organized by BBC
in May 1966 (B.C.L.)

7. Radio Listening In America (USIS) No.384,54
Published in New Yor' Prentice Hall Inc. 1948.

8. **The Washington Papers**
International Broadcasting Printed in USA in 1976.
9. **BBC Hand Book 1977** Published by BBC 35 Marylebone
High Street London W1 M4 AA (No 791.4 BCC)
10. **Educational T.V. and Radio 1966** (No. 371,333 BRI)
11. **Using Broadcasts In Schools, (a study and evaluation)**
1971 Hay. No. 371, 3358.
12. **NWS Secondary Teacher's Notes Radio And Television**
Term Two 1976. Published by the Australian Broad-
casting Commission, 1976 Printed in Australia by
New Century Press Pty.Ltd.
13. **VIDYARTHIYON KE LIE KARYA KARM**
KACHHA VI se KACHHA X TAK (1980-82)
AKASHVANI
LUCKNOW , ALLAHABAD, VARANASI, GORAKHPUR, RAMPUR
14. **Learn English :- BBC English By Radio Broadcasts**
To South Asia And Far East.
November 1980 to March 1981.

A P P E N D I C E S

APPENDIX - 1

The following table shows the stations which have been broadcasting programmes for school since 1966, their duration per day and frequency per week.

S.No.	Station	Duration		Frequency
		Hrs.	Mts.	
1	2	3	4	5
1	Banglore	1	40	5
2.	Calicut	1	40	5
3.	Madras A & B	4	10	5
4.	Tiruchi	5	00	5
5.	Bombay A & B	10	40	5
6.	Ahmedabad/Baroda	3	20	5
7.	Poona	3	40	5
8.	Nagpur	2	30	5
9.	Patna	2	30	5
10.	Allahabad	1	30	4
11.	Luc'now	1	30	4
12.	Delhi	2	40	4
13.	Simla	1	20	4
14.	Jullundur	1	20	4
15.	Jaipur	1	20	5
16.	Cuttack	1	30	3

17.	Indore	2	00	3
18.	Rajkot	3	40	5
19.	Dharwar	1	40	5
20.	Trivandrum	1	40	5
21.	Hyderabad	2	30	6
22.	Vijay Wada	1	50	5
23.	Bhopal	2	00	3
24.	Gauhati	1	00	3
25.	Calcutta	2	30	6

APPENDIX - 2

Secondary Radio - Term 2 (1976)

(A.B.C.)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11.00	Media	Senior History	English Magazine The "Writer speaks"	Blic-pun't Deutschland Italia Revisitic	Music 1976
11.20	Three Ancient cultures	Senior English Senior Politics	Music Matters	-	11.35 to 11.40 Programme Announcements.
11.45	-	-	-	-	Nihon Sho'ai
12.00	-	-	-	Hour Human Society	Salut, les copains
2.25	-	-	Economic Review Papua New Guinea. A History of Austn. Architecture (VV)	-	Lesestunde
2-30	-	-	-	Story Teller	-
2.40	-	-	-	-	-
2.45	Ideas & Action	-	News round	-	-

APPENDIX - 3

MEDIA

MONDAY 11.00 a.m.

Aim

This series aims to show aspects of the media including radio, TV, film and the press in action. It presents a variety of views on the actual and potential roles of the media in our society.

Terms used in the broadcasts which are considered difficult for the age group appear in a vocabulary section at the beginning of each section of the program notes.

Of course each of these programs, no matter what its subject, provides an opportunity for assessment of communication by the medium of radio.

MAY 31 :

DISASTER

Vocabulary

apathy, feature writer, media, subjective, objective, post mortem, officialese, jargon, distillation.

Aim

This program shows how the media can respond to a particular situation. Variety of response, short and long term effects and pros and cons are all examined.

Content

Using as a focal point the Brisbane floods of January 1974, the broadcast begins with an analysis of how the ABC and commercial radio played an essential and immediate part in cooperation with emergency services in keeping communication lines open.

Clips from actual live broadcasts :- non-sensational facts and information for the victims is contrasted with sensational reporting. The more general coverage for national relay, to generate sympathy and relief help, is featured. The role of long-term in-depth feature stories and films is examined.

Suggested discussion topics

- (1) How much has the media learnt from the example of Brisbane ? Examine the news coverage of the Darwin disaster. Does the media seem to have learnt from some of the criticism levelled at it in this broadcast ?

(ii) Has the media, with its frequent use of sensational headlines and superlatives, encouraged us to underestimate real disaster when it strikes?

(iii) (a) How varied are media responses? Even within one form of the media, some ~~information~~ information is immediate and some is only possible after weeks of research and preparation, e.g. a TV news bulletin and a TV documentary.

(b) Compare and contrast articles dealing with the same subject in the after-noon or tabloid newspapers and in the morning papers.

NSW Secondary Teachers Notes

Radio And Television Term Two (1976)

Published by the Australian Commission 1976

Printed in Australia by New Century Press Pty. Ltd.

Pages 17,18.

जुलाई 19०० से मार्च 19९1 तक
राष्ट्रीय आरम्भ 12-1० से 12-30 तक

प्रतिष्ठ - 5

/साल/

आकाशवाणी

संख्या : मीहियम तैव 4०1-61 मीटर अर्थात् १47
किलो हर्टज
शॉर्ट तैव 41-38 मीटर अर्थात् 725०
किलो हर्टज

संख्या , इलाहाबाद, वाराणसी, रामपुर, गोरखपुर
विद्यार्थियों के कार्यक्रम का निर्धि-यत्रक

इलाहाबाद : मीहियम तैव 292-4 मीटर अर्थात् 1०2६
किलो हर्टज
वाराणसी : मीहियम तैव १41-5 मीटर अर्थात् 1242
किलो हर्टज
गोरखपुर : मीहियम तैव 330 मीटर अर्थात् 909
किलो हर्टज
रामपुर : मीहियम तैव 336-7 मीटर अर्थात् 851
किलो हर्टज

जुलाई 198०

सोमवार
तथा 6 के लिए
साप्ताहिक विषय

१- जुलाई
1- वन्दना
2- ममारम्
3- आदर्श नागरिकता के मूल
आधार
1-देश प्रेम : वास्तो

28 जुलाई
संख्या पर मानव
के चरथ : वास्तो

संगलवार
तथा मान के लिए
विज्ञान

22 जुलाई
यह वैज्ञानिक उपकरण
(1) वास्तुकार के लिए
तथा स्वच्छता: वास्तो

29 जुलाई
अर्थ और जानते है ?
प्रश्नोत्तरी कार्यक्रम

बुधवार
तथा आठ के लिए
हिन्दी, संस्कृत

23 जुलाई
1- नर ही न निराश करो
2- मन की : सोलाहरण
पाठ

30 जुलाई
अच्छी भाषा (1)
शब्द चयन (अ) वास्तो

गुरुवार
तथा नौ तथा दस के लिए
हिन्दी, विज्ञान

24 जुलाई
गामयिक प्रसंग

31 जुलाई
वैज्ञानिक ज्ञान की
बढ़ती सीमाएं.

शुक्रवार
तथा आठ के लिए
अंग्रेजी

25 जुलाई
सुनो और सीखो
पाठ - 1

शनिवार
तथा नौ के लिए
अंग्रेजी

26 जुलाई
सुनो और सीखो
पाठ - 1

अगस्त 198०

सोमवार
तथा ६ के लिए
गामयिक विषय

4 अगस्त
हमारी कहानी उनकी
जवानी (1) मैथिलीज:
वास्तो

11 अगस्त
हमारी कहानी उनकी जवानी
(2) फाइयन: वास्तो

18 अगस्त
आदर्श नागरिकता के
मूल आधार (2) राष्ट्रीय
संयुक्ति की सुरक्षा: वास्तो

25 अगस्त
हमारी कहानी उनकी
जवानी (3) हुगेमंगंग:
वास्तो

मंगलवार
तथा रात के लिए
विज्ञान

5 अगस्त
यह वैज्ञानिक उपकरण (१)
धर्मस नीतन : वास्तो

12 अगस्त
यह वैज्ञानिक उपकरण
(3) विद्युत् घंटी:
वास्तो

19 अगस्त
यह वैज्ञानिक उपकरण
(4) वायोमीटर:
वास्तो

26 अगस्त
रक्षा - तन्वयन
अत्मकाथ

बुधवार
तथा 8 के लिए
हिन्दी, संस्कृत

6 अगस्त
अच्छी भाषा (2) शब्द चयन
(अ): वास्तो

13 अगस्त
ईद-उल-जिन्नर
अत्मकाथ

20 अगस्त
अच्छी भाषा (3)
वाक्य रचना : वास्तो

27 अगस्त
अच्छी भाषा (4)
विराम चिन्हों का
सही प्रयोग

गुरुवार

7 अगस्त
नाटक

14 अगस्त
राष्ट्रगान - शिक्षा

21 अगस्त
साप्ताहिक प्रसंग

28 अगस्त
वैज्ञानिक ज्ञान की
बढ़ती सीमाएं

शंगलवार
कक्षा सात के लिए
विज्ञान

बुधवार
कक्षा आठ के लिए
हिन्दी, संस्कृत

गुरुवार
कक्षा नौ तथा दस के लिए
हिन्दी, विज्ञान

शुक्रवार
कक्षा आठ के लिए
अंग्रेजी

शनिवार
कक्षा नौ के लिए
अंग्रेजी

अगस्त 1980
सोमवार
कक्षा के लिए
सामाजिक विषय

मंगलवार
कक्षा सात के लिए
विज्ञान

बुधवार
कक्षा 8 के लिए
हिन्दी, संस्कृत

गुरुवार
कक्षा नौ तथा दस के लिए
हिन्दी, विज्ञान

शुक्रवार
कक्षा आठ के लिए
अंग्रेजी

1-देश प्रेम : वाता

22 जुलाई
यह वैज्ञानिक उपकरण
(1) विद्युत कैलिब्रेशन
तथा स्क्रीन: वाता

23 जुलाई
नर ही न निराश करी
मन की : सोदाहरण
पाठ

24 जुलाई
सामयिक प्रसंग

25 जुलाई
सुनो और सीखो
पाठ - 1

26 जुलाई
सुनो और सीखो
पाठ - 1

29 जुलाई
क्या आप जानते हैं ?
प्रयोजन की कार्यक्रम

30 जुलाई
अच्छी भाषा (1)
शब्द चयन (अ) वाता

31 जुलाई
वैज्ञानिक ज्ञान की
बढ़ती सीमाएं

18 अगस्त
आदर्श नागरिकता के
मूल आधार (2) राष्ट्रीय
स्पष्टता की सुरक्षा: वाता

25 अगस्त
हमारी कहानी उनकी
जवानी (3) हुवेनसर्ग:
वाता

19 अगस्त
यह वैज्ञानिक उपकरण
(4) वॉमीटर : वाता

26 अगस्त
रक्षा - बन्धन
अवकाश

20 अगस्त
अच्छी भाषा (3)
वाक्य रचना : वाता

27 अगस्त
अच्छी भाषा (4)
विराम चिह्नों का
सही प्रयोग

21 अगस्त
सामयिक प्रसंग

28 अगस्त
वैज्ञानिक ज्ञान की
बढ़ती सीमाएं

22 अगस्त
सुनो और सीखो

29 अगस्त
सुनो और सीखो
पाठ - 4

1 अगस्त
सुनो और सीखो
पाठ - 2

8 अगस्त
जमात-उल-विदा
अवकाश

15 अगस्त
स्वतंत्रता, दिवस
अवकाश

लखनऊ, इलाहाबाद, वाराणसी, रामपुर, गोरखपुर

विद्यार्थियों के कार्यक्रम

अगस्त 1980 शनिवार तथा नौ के लिए अंग्रेजी	2 अगस्त सुनी और सीधी पाठ - 2	9 अगस्त सुनी और सीधी पाठ - 3	16 अगस्त सुनी और सीधी पाठ - 4	23 अगस्त सुनी और सीधी पाठ - 5	30 अगस्त सुनी और सीधी पाठ - 6
<u>सितम्बर 1980</u> सोमवार तथा ब: के लिए सामाजिक विषय	1 सितम्बर जन्माष्टमी अवकाश	8 सितम्बर अहिंसा परामर्श धर्म: (1) वर्धमान महावीर: रसक	15 सितम्बर अहिंसा परामर्श धर्म: (2) गौतम बुद्ध: रसक	22 सितम्बर आदर्श जागरणिता के मूल आधार (3) ज्ञान का सम्मान: वार्ता	29 सितम्बर शुश्रूषा के प्रावृत्तिक प्रदेश (1) विषवत्तु रेखीय प्रदेश वार्ता
मंगलवार तथा मात के लिए विज्ञान	2 सितम्बर जन्माष्टमी अवकाश	9 सितम्बर ग्रह वैज्ञानिक उपकरण (5) स्थितिज्ञान: वार्ता	16 सितम्बर ग्रह वैज्ञानिक उपकरण (6) पद्म: वार्ता	23 सितम्बर आजन्त चतुर्दशी अवकाश	30 सितम्बर क्या आप जानते हैं ? प्रश्नोत्तरी कार्यक्रम
बुधवार तथा आठ के लिए हिन्दी, संस्कृत	3 सितम्बर क्या आप जानते हैं ? प्रश्नोत्तरी कार्यक्रम	10 सितम्बर अम्की भाषा (5) वर्तनी (अ) वार्ता	17 सितम्बर अम्की भाषा (6) वर्तनी (ब) वार्ता	24 सितम्बर कबल पढ़े, जिधर दो डग: श्रीवाहरण पाठ	
गुरुवार तथा नौ तथा दस के लिए हिन्दी, विज्ञान	4 सितम्बर नाटक	11 सितम्बर रेडियो पत्रिका	18 सितम्बर सामयिक प्रसंग	25 सितम्बर विज्ञानिक ज्ञानकी बढ़ती सीमाएं	
शुक्रवार तथा आठ के लिए अंग्रेजी	5 सितम्बर सुनी और सीधी पाठ - 5	12 सितम्बर सुनी और सीधी पाठ - 6	19 सितम्बर सुनी और सीधी पाठ - 7	26 सितम्बर सुनी और सीधी पाठ - 8	

सितम्बर 1980

- 1 सितम्बर 8 सितम्बर 15 सितम्बर 22 सितम्बर 29 सितम्बर
- जन्माष्टमी अहिंसा पराधी धर्म : आदर्श नागरिकता के गुणगाना के प्राकृतिक प्रतिथ
- अवकाश (1) वर्धमान महावीर : (2) गौतम बुद्ध : (1) निषवतु केसिका प्रदेश नार्ता

- 2 सितम्बर 9 सितम्बर 16 सितम्बर 23 सितम्बर 30 सितम्बर
- जन्माष्टमी अवकाश यह क्रैज्ञानिक उपकरण (5) श्रुगुलाः वार्ता (6) पम्प : नार्ता अन्त वसुदेवशी का आण जानैत है ?

- 3 सितम्बर 10 सितम्बर 17 सितम्बर 24 सितम्बर
- क्या आप जानते है ? अन्की भाषा (5) वर्तनी (अ) वार्ता अन्की भाषा (6) वर्तनी (ब) वार्ता बल पढ़े लिखर दी टगा : भीदाहाण पाठ

- 4 सितम्बर 11 सितम्बर 18 सितम्बर 25 सितम्बर
- नाटक रेडियो पत्रिका सामयिक प्रसंग क्रैज्ञानिक ज्ञानकी बढ़ती सीमाएं

- 5 सितम्बर 12 सितम्बर 19 सितम्बर 26 सितम्बर
- सुनी और सीखी पाठ - 5 सुनी और सीखी पाठ - 6 सुनी और सीखी पाठ - 7 सुनी और सीखी पाठ - 8

- 6 सितम्बर 13 सितम्बर 20 सितम्बर 27 सितम्बर
- सुनी और सीखी पाठ - 7 सुनी और सीखी पाठ - 8 सुनी और सीखी पाठ - 9 सुनी और सीखी पाठ - 10

छुलाई 1980 से मार्च 1981 तक
समय अपरान्ह 12.10 से 12.30 तक

१ आकाशवाणी
आकाशवाणी

लखनऊ इलाहाबाद वाराणसी रामपुर गोरखपुर
विद्यार्थियों के कार्यक्रम का तिथि-पत्रक

अक्टूबर 1980
सोमवार

कक्षा छः के लिये
सामाजिक विषय

मंगलवार

कक्षा सात के लिये
विज्ञान

5 अक्टूबर
यूरेशिया के प्राकृतिक
प्रदेशों 28 मानसुनी प्रदेश
वाता

7 अक्टूबर
जन्म जगत के विविध
प्राणी 18 प्रकृति की
हलवाई-मध्यस्थी: वाता

1 अक्टूबर

कक्षा आठ के लिये
हिन्दी, संस्कृत

2 अक्टूबर
कक्षा 9 तथा 10 के लिये
हिन्दी, विज्ञान

शुक्रवार

कक्षा आठ के लिये

शनिवार

कक्षा नौ के लिये
ओबी

नवम्बर : 1980
सोमवार

कक्षा छः के लिये
सामाजिक विषय

सुगलवार

कक्षा सात के लिये
विज्ञान

बुधवार

कक्षा आठ के लिये
हिन्दी, संस्कृत

गुरुवार

कक्षा नौ तथा दस के लिये
हिन्दी, विज्ञान

कक्षा आठ के लिये
ओबी

शनिवार

लखनऊ : मीडियम वेव 401.61 मीटर अर्थात् 747 किलो हर्ट्ज
बर्फ वेव 41.38 मीटर अर्थात् 7250 किलो हर्ट्ज
इलाहाबाद : मीडियम वेव 292.4 मीटर अर्थात् 1026 किलो हर्ट्ज
वाराणसी : मीडियम वेव 281.5 मीटर अर्थात् 1242 किलो हर्ट्ज
गोरखपुर : मीडियम वेव 330 मीटर अर्थात् 909 किलो हर्ट्ज
रामपुर : मीडियम वेव 336.7 मीटर अर्थात् 851 किलो हर्ट्ज

20 अक्टूबर
इव-उल-बुबा
अवकाश

21 अक्टूबर
इव-उल-बुहा
अवकाश

22 अक्टूबर
सा नन्दय अंकार
18 अनुप्रास और यमक:
सादृश्य वाता

23 अक्टूबर
सांस्कृतिक प्रसंग

24 अक्टूबर
सुनो और सीखो
पाठ-11

25 अक्टूबर
सुनो और सीखो
पाठ-18

17 नवम्बर
आवृत्ति नागरिकता के मूल
आधार 18 अनुशासन:
वाता

18 नवम्बर
देवोत्थानी एकादशी
अवकाश

19 नवम्बर
मोहरम
अवकाश

20 नवम्बर
मोहरम अवकाश

21 नवम्बर
सुनो और सीखो
पाठ-14

22 नवम्बर
सुनो और सीखो
पाठ-15

27 अक्टूबर
यूरेशिया के प्राकृतिक प्रदेश
13 उष्ण मरुस्थलीय
प्रदेश: वाता

28 अक्टूबर
जन्म जगत के विविध प्राणी
12 पक्षी विपत्ति-विडंबी:
वाता

29 अक्टूबर
काव्य सौन्दर्य-अंकार
12 उच्चमा रूपक उत्पत्ति:
सादृश्य वाता

30 अक्टूबर
वैज्ञानिक ज्ञान की बढ़ती
सीमाएं

31 अक्टूबर
सुनो और सीखो
पाठ-12

24 नवम्बर
यूरेशिया के प्राकृतिक प्रदेश
16 टैगा तथा ब्रुन्डा
प्रदेश: वाता

25 नवम्बर
कथा आप जानते हैं
प्रश्नोत्तरी कार्यक्रम

26 नवम्बर
शुद्ध बोलें: अर्थ अक्षरों
का उच्चारण
सादृश्य वाता

27 नवम्बर
वैज्ञानिक ज्ञान की बढ़ती
सीमाएं

28 नवम्बर
सुनो और सीखो
पाठ-15

29 नवम्बर
सुनो और सीखो
पाठ-15

बुधवार	1 अक्टूबर	8 अक्टूबर	15 अक्टूबर	22 अक्टूबर	29 अक्टूबर
बुधा आठ के लिये हिन्दी, संस्कृत	कथा, आप जानते हैं प्रश्नोत्तरी कार्यक्रम	बीर मफला जीजाबाई: रसक	दशहरा अवकाश	काका साहब अकार 11 अस्तुपास और रसक: साक्षात्करण वाता	काच साहब-अकार 22 उषा रसक उत्प्रेक्षा: साक्षात्करण वाता
शुक्रवार	3 अक्टूबर	10 अक्टूबर	17 अक्टूबर	24 अक्टूबर	31 अक्टूबर
बुधा आठ के लिये अंग्रेजी	सुनो और सीखो पाठ-9	सुनो और सीखो पाठ-10	दशहरा अवकाश	सुनो और सीखो पाठ-11	सुनो और सीखो पाठ-12
शनिवार	4 अक्टूबर	11 अक्टूबर	18 अक्टूबर	25 अक्टूबर	
बुधा नौ के लिये अंग्रेजी	सुनो और सीखो पाठ-11	सुनो और सीखो पाठ-12	दशहरा अवकाश	सुनो और सीखो पाठ-13	
नवम्बर : 1980					
सोमवार	3 नवम्बर	10 नवम्बर	17 नवम्बर	24 नवम्बर	
बुधा छः के लिये सामाजिक विषय	यूरेथिया के प्राकृतिक प्रदेश 148 रोजी प्रदेश: वाता	यूरेथिया के प्राकृतिक प्रदेश 158 भू-मध्य सागररीय प्रदेश: वाता	आदर्श नागरिकता के मूल आधार 148 अनुशासन: वाता	यूरेथिया के प्राकृतिक प्रदेश 158 टैगा तथा कुन्डा प्रदेश: वाता	
सुंगलवार	4 नवम्बर	11 नवम्बर	18 नवम्बर	25 नवम्बर	
बुधा सात के लिये विज्ञान	जन्तु जगत के विविध प्राणी 138 सतार का आदि कायज बनाने वाला-बर्:वाता	जन्तु जगत के विविध प्राणी 148 जीवित प्रदीप-जन्तु: वाता	देवोत्थानी रकादशी अवकाश	कथा आप जानते हैं प्रश्नोत्तरी कार्यक्रम	
बुधवार	5 नवम्बर	12 नवम्बर	19 नवम्बर	26 नवम्बर	
बुधा आठ के लिये हिन्दी, संस्कृत	राम राज:संगीत रसक	शुद्ध बोलें 118 अरों का शुद्ध उच्चारण: साक्षात्करण वाता	मोहरम अवकाश	शुद्ध बोलें: अर्थ अरों का उच्चारण साक्षात्करण वाता	
शुक्रवार	6 नवम्बर	13 नवम्बर	20 नवम्बर	27 नवम्बर	
बुधा नौ तथा दस के लिये हिन्दी, विज्ञान	दीपावली अवकाश	सामयिक प्रसंग	मोहरम अवकाश	वैज्ञानिक ज्ञान की बढ़ती सोमार्स	
शनिवार	7 नवम्बर	14 नवम्बर	21 नवम्बर	28 नवम्बर	
बुधा आठ के लिये अंग्रेजी	दीपावली अवकाश	सुनो और सीखो पाठ-13	सुनो और सीखो पाठ-14	सुनो और सीखो पाठ-15	
शनिवार	8 नवम्बर	15 नवम्बर	22 नवम्बर	29 नवम्बर	
बुधा नौ के लिये अंग्रेजी	दीपावली अवकाश	सुनो और सीखो पाठ-15	कार्तिकी पूर्णिमा अवकाश	सुनो और सीखो पाठ-16	

दिसम्बर 1990

रोमवार
क्या के लिए
सामाजिक विषय

1 दिसम्बर
युरेशिया के प्राकृतिक
प्रदेश (7) परस्मिन्तिया
सुरीयिय प्रदेश: वार्ता

8 दिसम्बर
हमारे राष्ट्र प्रतीक
(1) राष्ट्र चिह्न
वार्ता

15 दिसम्बर
हमारे राष्ट्र प्रतीक (2)
पशु और पक्षी और फूल
वार्ता

22 दिसम्बर
सदस्य परिषद के गल
आधार (5) का
वार्ता

29 दिसम्बर
शीतलपत्र

मंगलवार
क्या के लिए
विज्ञान

2 दिसम्बर
जल जल के विविध
प्रयोग (5) प्रभावित
सुन्दर प्रकृति: वार्ता

9 दिसम्बर
जल जल के विविध
प्रयोग (6) अक्षय्यमासी
कीट: सीढ़ी: वार्ता

16 दिसम्बर
जल जल के विविध
प्रयोग (7) पशु के नोभी-सिल्ली
और धीरे: वार्ता

23 दिसम्बर
जल जल के विविध
प्रयोग (8) शीतलपत्र का नाम
- शीतलपत्र का सीढ़ी: वार्ता

30 दिसम्बर
शीतलपत्र

बुधवार
क्या के लिए
हिन्दी, संस्कृत

3 दिसम्बर
शुभ और लाने के ?
प्रश्नोत्तरी का शिष्ट

10 दिसम्बर
शुद्ध लोके (2) का
भाषाओं के शब्द:
वार्ता

17 दिसम्बर
दीन बन्धु संस्कृत -1
वार्ता

24 दिसम्बर
संस्कृत पाठ -1

31 दिसम्बर
शीतलपत्र

गुरुवार
क्या के लिए
हिन्दी, विज्ञान

4 दिसम्बर
नाटक

11 दिसम्बर
नेहियी एत्रिया

18 दिसम्बर
सामयिक प्रसंग

25 दिसम्बर
शीतलपत्र

शुक्रवार
क्या के लिए
एंग्रेजी

5 दिसम्बर
सुनी और पक्षी
पाठ - 16

12 दिसम्बर
सुनी और पक्षी
पाठ - 17

19 दिसम्बर
सुनी और पक्षी
पाठ - 18

26 दिसम्बर
शीतलपत्र

शनिवार
क्या के लिए
एंग्रेजी

6 दिसम्बर
सुनी और पक्षी
पाठ - 17

13 दिसम्बर
सुनी और पक्षी
पाठ - 18

20 दिसम्बर
सुनी और पक्षी
पाठ - 19

27 दिसम्बर
शीतलपत्र

रविवार - 1991
क्या के लिए
सामाजिक विषय

5 जनवरी
हमारे राष्ट्र
प्रतीक (3)
राष्ट्र ध्वज: वार्ता

12 जनवरी
हमारे राष्ट्र प्रतीक (4)
राष्ट्रगान: वार्ता

19 जनवरी
सदस्य परिषद के गल
आधार (6) सार्वभौमताओं
पर चिन्तन: वार्ता

26 जनवरी
संस्कृत दिवस

मंगलवार
क्या के लिए
विज्ञान

6 जनवरी
जल जल के विविध
प्रयोग (9) नाम का
निर्माण: साक्षात्कार:
वार्ता

13 जनवरी
जल जल के विविध
प्रयोग (9) नाम का
निर्माण: साक्षात्कार:
वार्ता

20 जनवरी
सामाजिक
प्रसंग

27 जनवरी
जल जल के विविध
प्रयोग (1)
आखरी चिन्तन: वार्ता

बुधवार
क्या के लिए
हिन्दी, संस्कृत

7 जनवरी
संस्कृत पाठ -2

14 जनवरी
संस्कृत पाठ -3

21 जनवरी
सामाजिक
प्रसंग

28 जनवरी
संस्कृत पाठ -4

गुरुवार
क्या के लिए
हिन्दी, विज्ञान

1 जनवरी
वर्षा वर्षा
दिवस
सामाजिक

8 जनवरी
कौले लोके (1) संस्कृत
सहित व्याख्या:
वार्ता

15 जनवरी
सामाजिक प्रसंग

22 जनवरी
कौले लोके (2)
संस्कृत व्याख्या:
वार्ता

29 जनवरी
कौले लोके (3) नाम का
सहित चिन्तन: वार्ता

शुक्रवार
क्या के लिए
एंग्रेजी

2 जनवरी
सुनी और पक्षी

9 जनवरी
सुनी और पक्षी

16 जनवरी
सुनी और पक्षी

23 जनवरी
सुनी और पक्षी

30 जनवरी
सुनी और पक्षी

शनिवार - 1991

3 जनवरी

10 जनवरी

17 जनवरी

24 जनवरी

31 जनवरी

गुल्बार्ग नखा नी तथा दस नै लिख हिन्दी, विज्ञान 4 दिसम्बर 11 दिसम्बर 18 दिसम्बर 25 दिसम्बर
नाटक रेडियो पत्रिका सामयिक प्रसंग शीतलकणश

शुक्रवार कक्षा आठ नै लिख अंग्रेजी 5 दिसम्बर पाठ - 16 12 दिसम्बर पाठ - 17 19 दिसम्बर पाठ - 18 26 दिसम्बर शीतलकणश

शनिवार नखा नी नै लिख अंग्रेजी 6 दिसम्बर पाठ - 17 13 दिसम्बर पाठ - 18 20 दिसम्बर पाठ - 19 27 दिसम्बर शीतलकणश

रविवार 19 जनवरी 26 जनवरी

जनवरी - 1981

सोमवार नखा नी नै लिख गणराजिक विषय 5 जनवरी हमारे राष्ट्र प्रतीक (3) राष्ट्र बल : बाना 12 जनवरी हमारे राष्ट्र प्रतीक (4) राष्ट्रगान : बाना 19 जनवरी आदर्श गणितज्ञ नै मूल आधार (6) आनखारूताओं नै नियन्त्रण : बाना 26 जनवरी गणतन्त्र दिन

मंगलवार कक्षा सात नै लिख क्रिकेट 6 जनवरी तन्त्र ज्ञान नै निश्चित प्राणी (9) लाल क्रा निमाता: लोभाभीष्ट: बाना 13 जनवरी मकर संक्रांति अवलक्षण 20 जनवरी तागतपथ अवलक्षण 27 जनवरी जन और उसने पुस्तक (1) आर्यभट्टन : बाना

बुधवार कक्षा आठ नै लिख हिन्दी, संस्कृत 7 जनवरी संस्कृत पाठ -2 14 जनवरी संस्कृत पाठ -3 21 जनवरी गणतन्त्र अवलक्षण 28 जनवरी संस्कृत पाठ -4

गुल्बार्ग नखा नी तथा दस नै लिख हिन्दी, विज्ञान 1 जनवरी नव वर्ष दिवस अतकश 8 जनवरी कैसे लिखे (1) संतर्भ मद्रिन्न व्याख्या : बाना 15 जनवरी गणराजिक प्रसंग 22 जनवरी कैसे लिखे (2) मद्रिन्नोक्तता : बाना 29 जनवरी कैसे लिखे (3) पात्रों का मद्रिन्न चित्रण : बाना

शुक्रवार नखा आठ नै लिख अंग्रेजी 2 जनवरी सुनी और चीनी 9 जनवरी सुनी और चीनी 16 जनवरी सुनी और चीनी 23 जनवरी सुनी और चीनी 30 जनवरी सुनी और चीनी

शनिवार कक्षा नी नै लिख अंग्रेजी 3 जनवरी सुनी और चीनी पाठ - 20 10 जनवरी सुनी और चीनी पाठ - 21 17 जनवरी सुनी और चीनी पाठ - 22 24 जनवरी सुनी और चीनी पाठ - 23 31 जनवरी सुनी और चीनी पाठ - 23

फरवरी 1981

2 फरवरी हमारी पृथ्वी (1) और परिवार में पृथ्वी की स्थिति : तारीख

16 फरवरी हमारी पृथ्वी (2) पृथ्वी का अक्षर तारीख

23 फरवरी भारत गणराज्य के मूल आधार (7) धर्म-निरपेक्षता तारीख

मंगलवार क्या मत के लिए शिक्षा

3 फरवरी जल और हमारे घटक (2) हरद्वीजम : तारीख

17 फरवरी जल के भाग (1) जल : तारीख

24 फरवरी जल के भाग (2) जल : तारीख

बुधवार क्या मत के लिए हिन्दी, संस्कृत

4 फरवरी क्या मत जानते हैं ? प्रश्नोत्तरी कार्यक्रम

18 फरवरी नै सुमन है : साप्ताहिक पाठ

25 फरवरी संस्कृत पाठ - 6

गुरुवार क्या मत के लिए हिन्दी एवं विज्ञान

5 फरवरी क्या मत के लिए हिन्दी (4) तारीख

19 फरवरी साप्ताहिक प्रसंग

26 फरवरी नै लिखें (5) गणित्य तारीख

शुक्रवार क्या मत के लिए अंग्रेजी

6 फरवरी सुनी और सीधी पाठ - 24

20 फरवरी सुनी और सीधी पाठ - 24

27 फरवरी सुनी और सीधी पाठ - 27

शनिवार क्या मत के लिए अंग्रेजी

7 फरवरी सुनी और सीधी पाठ - 24

21 फरवरी सुनी और सीधी पाठ - 26

28 फरवरी सुनी और सीधी पाठ - 27

मार्च 1981

2 मार्च हमारी पृथ्वी (3) पृथ्वी की गति : तारीख

9 मार्च हमारी पृथ्वी (4) पृथ्वी का तारुमखल : तारीख

गोमवार क्या मत के लिए सामाजिक विषय

3 मार्च जल के भाग (3) पृथ्वी : तारीख

10 मार्च जल के भाग (4) पृथ्वी और पृथ्वी : तारीख

बुधवार क्या मत के लिए हिन्दी, संस्कृत

4 मार्च शिवरात्रि अवकाश

11 मार्च स्वामी त्रिवेदानन्द : तारीख

गुरुवार क्या मत के लिए हिन्दी, विज्ञान

5 मार्च नै लिखें (6) विज्ञान : तारीख

12 मार्च नै लिखें प्रसंग

गुल्गार
का नौ तथा दस के लिए कैसे लिखे (4)
हिन्दी एवं विज्ञान

5 फरवरी
कायदा का शीर्षक
नाम

12 फरवरी
रेडियो पत्रिका

19 फरवरी
सामयिक प्रसंग

26 फरवरी
कैसे लिखे (5) गणित का नाम
नाम

शुक्रवार
का नौ के लिए
अंग्रेजी

6 फरवरी
सुनी और सीधी
पाठ - 24

13 फरवरी
सुनी और सीधी
पाठ - 25

20 फरवरी
सुनी और सीधी
पाठ - 26

27 फरवरी
सुनी और सीधी
पाठ - 27

शनिवार
का नौ के लिए
अंग्रेजी

7 फरवरी
सुनी और सीधी
पाठ - 24

14 फरवरी
सुनी और सीधी
पाठ - 25

21 फरवरी
सुनी और सीधी
पाठ - 26

28 फरवरी
सुनी और सीधी
पाठ - 27

मार्च 1961

शनिवार
का नौ के लिए
गणित का विषय

2 मार्च
हमारी पृथ्वी (3) पृथ्वी
का गतिशास्त्र : नाम

9 मार्च
हमारी पृथ्वी (4) पृथ्वी
का आयुष्मालः नाम

शनिवार
का नौ के लिए
विज्ञान

3 मार्च
का नौ भाग (3)
पत्तियाँ : नाम

10 मार्च
वृष्टि के भाग (4)
का और फल :
नाम

रविवार

का नौ के लिए
हिन्दी, संस्कृत

4 मार्च
शिवरात्रि अवकाश

11 मार्च
स्वामी विवेकानन्द :
रचना

शनिवार
का नौ तथा दस
के लिए
हिन्दी, विज्ञान

5 मार्च
कैसे लिखे (6) निबंध ;
नाम

12 मार्च
गणित प्रसंग

शुक्रवार
का नौ के लिए
अंग्रेजी

8 मार्च
सुनी और सीधी
पाठ - 28

13 मार्च
सुनी और सीधी
पाठ - 29

शनिवार
का नौ के लिए
अंग्रेजी

7 मार्च
सुनी और सीधी
पाठ - 28

14 मार्च
सुनी और सीधी
पाठ - 29

परिशिष्ट - 6

प्रधानाध्यापकों से प्रार्थना है कि इस प्रपत्र को पूरा करके तुरन्त
हमारे पास भेज दें ।

केन्द्र निदेशक,
आकाशवाणी,
लखनऊ ।

विद्यार्थियों के लिए कार्यक्रम की विवरण बुस्तिका तथा तिथि -
षत्रक प्राप्त हुए ।

विद्यालय का नाम - - - - -

विभिन्न कक्षाओं में

विद्यार्थियों की संख्या :-

कक्षा 6

कक्षा 7

कक्षा 8

कक्षा 9 तथा 10

विद्यालय में रेडियो सेट है / नहीं है ।

रेडियो सेट काम कर रहा है/ नहीं कर रहा है ।

विद्यार्थियों को उनका कार्यक्रम

नियमित रूप से सुनवाया जाता है / नहीं सुनवाया जाता है ।

प्रधानाध्यापक

शिक्षा निदेशकें उ०प्र० का संदेश

माध्यमिक शिक्षा के गुणात्मक सुधार में जाकाशवाणी से प्रसारित विद्यालय कार्यक्रमों का विशेष महत्व है। इस कार्यक्रम में प्रसारित वार्ताओं का लेखन प्रदेश के योग्य एवं अनुभवी अध्यापकों द्वारा गहन चिन्तन और मनन के उपरान्त किया जाता है। प्रसारण की सीमित अवधि में यह अध्यापक गागर में मगर भर देते हैं। मुझे विश्वास है कि प्रदेश के समस्त माध्यमिक विद्यालयों के प्रधानाचार्य, प्रधानाचार्याओं ने इन प्रसारणों के छात्र-छात्राओं द्वारा नियमित सुनने की व्यवस्था अपने विद्यालय के समस्त विभाग चक्र में अवश्य कर ली होगी।

दिवसाला योजना में कार्य करने वाले विद्यालय इन प्रसारणों की सम्भवतः छात्र-छात्राओं की सोचे सुनवाने में कठिनाई अनुभव करते हों। ऐसे विद्यालयों के प्रधानों को आदेश दिये जा चुके हैं कि वह दृश्य श्रव्य शुल्क क्रीष से टेपरिकार्डर तथा आवश्यक कैसेट क्रय कर लें। विद्यालय प्रधान किसी योग्य अध्यापक को इन प्रसारणों को टेपबद्ध करने के लिए प्रतिनियुक्त कर सकते हैं। कक्षा विषय-अध्यापक इस अध्यापक से आवश्यकतानुसार टेप रिकार्डर तथा कैसेट लेकर कक्षा में सुनवा सकते हैं। टेपरिकार्डर तथा कैसेट क्रय कर लेने के उपरान्त समय विभाजन चक्र में आवश्यक समय निर्धारण अक्षमता की आपत्ति भविष्य में मान्य नहीं होगी।

प्रसारित वार्ताओं का महत्व केवल सामयिक ही नहीं होता उनका प्रयोग भविष्य में भी पाठ की सुवीध तथा सुगम्य बनाने में किया जा सकता है। अतः विद्यालय टेप लाइब्रेरी की स्थापना कर सकते हैं। पूर्व-प्रसारित महत्वपूर्ण वार्ताओं के टेप निदेशक शैक्षिक तकनीकी कोष्ठ उ०प्र० लखनऊ को झाली टेप कैसेट भेजकर प्राप्त किये जा सकते हैं।

कभी कभी रेडियो या ट्रांजिस्टर के रख रखाव में खराबी आ जौन के कारण भी विद्यार्थी बार्ताओं की नहीं सुन पाते । ऐसी परिस्थिति में आवश्यक है कि विद्यालय में अतिरिक्त रेडियो या ट्रांजिस्टर हों । विद्यालय प्रधान दृश्य श्रव्य शुल्क कौष से अतिरिक्त रेडियो या ट्रांजिस्टर क़य कर सकते हैं । रख - रखाव धर भी इस कौष से क़य किया जा सकता है ।

प्रसारणों के निबधित सुनवाने के सम्बन्ध में एक रजिस्टर बना लेना चाहिए जिसमें :-

- 1- प्रसारण की तिथि
- 2- प्रसारण का विषय
- 3- वार्ता का विषय
- 4- कक्षा
- 5- प्रसारण सुनवाने की तिथि
- 6- कक्षा छात्रों की प्रतिक्रिया

7- वार्ता की भाषा तथा विषय वस्तु के सम्बन्ध में अध्यापक की प्रतिक्रिया का उल्लेख किया जाना चाहिए । इस रजिस्टर को निरीक्षण वीक्षण के समय प्रस्तुत किया जाये ।

आकाशवाणी द्वारा प्रेषित पत्रिक्य पुस्तिका में कार्यक्रम की समीक्षा के लिए आवश्यक पत्र (प्रपत्र) संलग्न हैं । विद्यालय प्रधान तथा कक्षा विषय अध्यापक से अपेक्षा की जाती है कि वह समीक्षा प्रपत्र की वार्ता सुनवाने के उपरान्तु निदेशक, आकाशवाणी, लखनऊ को अवश्य भेज दें । समीक्षा प्रपत्र की एक प्रति निदेशक, शैक्षिक तकनीकी कोष, उत्तर प्रदेश, राजकीय जूनियर बेसिक ट्रेनिंग कालिज केम्पस, निशातगंज, लखनऊ को भी अनिवार्यतः भेजी जाये । एक सप्ताह के समस्त -

प्रसारणों को अलग अलग समीक्षा सप्ताह के अन्त में स्फुलभ भेजी जा सकती है । समीक्षा प्रपत्र की आवश्यक प्रतिलिखितों विद्यालय में तैयार करावा ली जाये ।

प्रदेश के समस्त जिशा विद्यालय निरीक्षकों, मंडलीय उष-शिक्षा निदेशक, मंडलीय बालिका विद्यालय निरीक्षकों की आदेश निर्गत किये जा चुके हैं कि वह अपनी निरीक्षण - वीक्षण आख्या में विद्यालय आकाशवाणी के प्रसारणों की नियुमित स्थ से सुनवाने की व्यवस्था का उल्लेख करेंगे ।

हमें पूर्ण विश्वास है कि प्रदेश के समस्त माध्यमिक विद्यालयों के क्रात्र - क्रात्रयें आकाशवाणी से प्रसारित इस शैक्षिक कार्यक्रम का लाभ उठायेंगे ।

पृथ्वी राज चौहान
शिक्षा निदेशक
उत्तर प्रदेश, लखनऊ ।

षीरिशुड - 8

सुडलतल के सलथ करुड-कुरड सुनने के ललर कुड सुसलव

- (1) अकलशवलनी से डुरसलरलत वलदुडलरुथलडुडु के ललर करुड-कुरड की सुडलतल इस डलत डर नलरुडर हे कु अडलक डे अडलक वलदुडललडुडु डे वलदुडलरुथलडुडु की रेडलडुडु करुड-कुरड सुनलने की वुडलसुथल के डलडे ।
- (2) सलडलनुडतुडल डह देडुडल डुडल हे कु डलन वलदुडललडुडु डे वलदुडलरुथलडुडु के ललर डुरसलरलत करुड-कुरड नलडडलत सुड से सुनने डलते हे वलरुडु सुड ही रेडलडुडु सेट से कलड डुरी तरह से नरुडु डल डलतल, अतः वलदुडललडुडु की अलवसुथकतल के अनुसलर रेडलडुडु सेट के डलडुडु - सलथ ललउड सुडलकर अडल कल डुरडनुडु हलनल डलरलरुड । डलन वलदुडललडुडु डे ककुडलडुडु डे ललउड सुडलकरुडु की वुडलसुथल न ही सुकती ही, वलरुडु डुरलनुडलसुतर डलरुडुत डुडुडुडुडु डरुडुडु । तीन - डलरुडु डुरलनुडलसुतरुडु से डुरतुडुडु ककुडल के डुरतुडुडु वरुडु के वलदुडलरुथल अडुडुनी - अडुडुनी ककुडल डे ही रेडलडुडु सुन सुकुरुडु । डलसु डलन उस ककुडल के ललर करुड-कुरड डुरसलरलत ही रलल ही उस डलन ककुडल के अधुडलडक डहलदडुडु अडुडुने सलथ डुरलनुडलसुतर ककुडल डे ले डलडे डुर वलदुडलरुथलडुडुडु की करुड-कुरड सुनवलरुडु ।
- (3) वलदुडलरुथलडुडु के ललर करुड-कुरड से अडलक से अडलक वलदुडलरुथलडुडु ललडलनुडलत ही सुकुरुडु इसके ललर अलवसुथक हे कु वलदुडललडुडु के सडुडुडुडुडु (डलडुडु डेडुडुल) डे रेडलडुडु डुरसलरलत सुनने के ललर कलललंश (डुडुडुडुडुडु) नलरुडुडुडुडु डल डलडे ।
- (4) वलदुडलरुथलडुडुडु के करुड-कुरड वलडुडुडुडु ककुडलडुडु के ललर वलडुडुडुडु वलडुडुडु डर डुरसलरलत डुडुडु डलते हे अतः शलसुडल सतुर के अरडुडु डे ही तलडुडु डुरतुर कल डुडुडुडुडुडु से वलडुडुडुडु वलडुडुडुडु की वलतलरुडु वलदुडलरुथलडुडुडु की सुनने के ललर डुडुडुडुडु वलडुडुडु अधुडलडकुडु कल नलरुडुडुडुडु डे डलनल डलरलरुड ।

(5) विद्यार्थियों के लाभार्थ प्रसारित कार्य क्रम के तीन आवश्यक अंग हैं :-

(1) प्रारम्भिक तैयारी

पाठ के प्रसारण के पहले श्रद्ध साधनों रेडियो या ट्रॉजिस्टर की जांच कर लेनी चाहिए कि वे ठीक से कार्य कर रहे या नहीं । विद्यार्थियों के कार्यक्रम का तिथि - ब्रत्रक तथा पुस्तिका देकर विद्यार्थियों को बताना चाहिए कि किस विषय पर पाठ प्रसारित होने वाला है और उसका कक्षा के पाठ्यक्रम से क्या सम्बन्ध है ।

प्रसारित होने वाले पाठ से सम्बन्ध नकी, चार्ट, चित्र माडल आदि सामग्री पहले से ही कक्षा में तैयार रखनी चाहिए । प्रसारित होने वाले पाठ की पृष्ठभूमि क्या है इसकी जानकारी भी विद्यार्थियों को पहले ही दे देनी चाहिए ।

प्रसारण के समय कोई बाहरी विघ्न न पड़े इसलिए जहां रेडियो का प्रसारण चल रहा हो वहां दरवाजे बंद यह लिखित सूचना लगा देना चाहिए ।

कृपया शोर न करें कक्षा में प्रसारण चल रहा है

(2) पाठ प्रसारण

विद्यार्थियों को प्रोत्साहित करना चाहिए कि जब पाठ प्रसारित हो रहा हो तो वह कार्यक्रम ध्यान से सुने । सुनते समय विद्यार्थी-आधस में कोई बात न करें न ही कुछ नोट करने या लिखने की चेष्टा करें क्योंकि ऐसा करने से वे पूरा पाठ ध्यान से नहीं सुन पायेंगे । अध्यापक यदि आवश्यक समझें तो पाठ की मुख्य बातें नोट करते जायें ।

(3) पाठ में समाप्ति के बाद

पाठ समाप्त हो जाने पर विषय अध्यापक को चाहिए कि वह विद्यार्थियों से प्रसारित पाठ के विषय में बातचीत करे तथा विद्यार्थियों की शंकाओं का समाधान करे। यदि सुने गये कार्यक्रमों के आधार पर कक्षाओं में निबन्ध लिखा जाये अथवा विद्यार्थियों को अभ्यास कराया जाय तो उनके रुचि इन कार्यक्रमों की ओर बढ़ेगी।

(6) सम्बन्धित विषय अध्यापक प्रसारित कार्यक्रमों का मूल्यांकन अपने सुझावों सहित मूल्यांकन प्रपत्र के अनुसार हमें प्रेषित करे।

कार्यक्रमों का मूल्यांकन

कृपया इस पत्रक की प्रतिलिपि बनाकर प्रत्येक कार्यक्रम के संबंध में अपनी क्षमति हमारे पास भेजने की कृपा करें। हम आपके आलोचना और आपके सुझाव जानने के उत्सुक हैं।

समीक्षा :

- 1- विद्यालय का नाम
- 2- कक्षा।
- 3- प्रसारण तिथि
- 4- बार्ता का शीर्षक
- 5- कक्षा की छात्र संख्या : कार्यक्रम सुनने वालों की संख्या :-
 - (1) शिक्षक
 - (2) छात्र
- 6- पूर्व प्रश्नोत्तर किया / नहीं किया - - - - - क्योंकि - - -
- 7- पाठोत्तर कार्य किया/नहीं किया क्योंकि - - - - -
- 8- छात्रों की प्रतिक्रिया अच्छी - - - - - ओसत
- 9- शिक्षक की प्रतिक्रिया
 - (1) विषय वस्तु : रोचक/अज्ञान/कठिन

- (2) घाठ का प्रस्तुतीकरण : अन्तःसन्तोषप्रद/जोसल
 (3) रेडियो ग्रहण शक्ति : आवाज खण्ड/जोसल/नहा सुनाई दिया
 (4) घाठों की गति : उपयुक्त/तीव्र/धीमी
 (5) घाठ का स्तर : कक्षा के अनुकूल/उच्च/निम्न
 (6) कक्षा के षट्पाई के साथ
 इस प्रसारण का सम्बन्ध : अनुकूल/प्रतिकूल
 (7) छात्रों में प्रसारण का प्रभाव : अच्छा/ सामान्य

- 10- रेडियो घाठ के सम्बन्ध में इसे 1 - - - - -
 और रीचक बनाने के लिए शिक्षक 2 - - - - -
 के अपने अनुभव के आधार पर 3 - - - - -
 सुझाव
- 11- क्या आप इस प्रसारण की पुनरावृत्ति चाहते हैं : नहीं/हाँ
 (कारण सहित)
- 12- क्या आप इस विषय में किसी और शीर्षक का प्रसारण चाहते
 हैं ? विवरण दें ।
- 13- क्या शैक्षिक कार्यक्रम के प्रसारण का समय दिन के 12-10 से
 12-30 तक आपके अनुकूल है : हाँ/नहीं (कारण सहित)
- 14- कौन सा समय आपके दृष्टि में उपयुक्त होगा ।

हस्ताक्षर
 नाम विषयाध्यापक

हस्ताक्षर
 नाम प्रधानाचार्य
 मुहर

परिशिष्ट - 9

कक्षा 6 के लिए

सामाजिक विषय

विषय : इतिहास

क्रमांक : 1

पाठ : 3

हमारी कहानी उनकी ज़बानी

हमारी कला, हमारा साहित्य और हमारी संस्कृति सदा से ही विदेशी प्रशंसकों की आकर्षित करती आ रही है। वह भारत में यात्रियों अथवा विद्यार्थियों के रूप में आए और हमारी सद्भावना के दूत बनकर अपने देशों की लौटकर गए। सेल्युकस का भेजा हुआ दूत चन्द्रगुप्त मौर्य के दरबार में कई वर्षों तक रहा, चन्द्रगुप्त विक्रमादित्य के शासनकाल में फाह्यान नाम का चीनी यात्री बौद्ध पुस्तकों के भोज तथा पवित्र बौद्ध स्थानों के दर्शन करने आया और सात वर्ष तक भारत में रहा। ह्वेनसांग नाम का चीनी यात्री हर्षवर्धन के राज्यकाल में आया और लगभग पन्द्रह वर्षों तक भारत में रहा। इन यात्रियों ने अपने लेखों में भारतीय जन-जीवन का विस्तृत उल्लेख किया है। इस वार्तामाला के वार्ताओं द्वारा इन तीन यात्रियों के विषय में बतलाया जाएगा कि उन्होंने तब के भारत की सामाजिक और आर्थिक स्थिति के सम्बन्ध में क्या सत्य दिया है।

- 1- मैगास्थनीज
- 2- फाह्यान
- 3- ह्वेनसांग

अहिंसा धर्म:

ईसा के जन्म के लगभग 600 वर्ष पूर्व तक भारत में वैदिक धर्म का बोलबाला था। पहले इस धर्म में सादगी और सरलता से वैदिक यज्ञ करवाए जाते थे। धीरे-धीरे कर्मकाण्डों की प्रधानता बढ़ती गई और हजारों पशुओं की बलि दी जाने लगी। जन-साधारण में न कर्मकाण्डों और पशुओं की बलि से अरुचि होने लगी। इसी काल में उत्तर भारत में दो महान् पुरुषों, वर्धमान महावीर और गौतम बुद्ध का जन्म हुआ और भारत में अहिंसा धर्म का स्वर गूँजा। इस खूबकामाला के माध्यम से इन्हीं महान् पुरुषों का जीवन परिचय देते हुए उनकी शिक्षाओं के सम्बन्ध में जानकारी दी जायेगी।

वर्धमान महावीर :

1- वर्धमान महावीर जैन धर्म के चौबीसवें और अन्तिम तीर्थंकर हुए। उनका जन्म 540 ईसा पूर्व वैशाली में हुआ था। इनके पिता सिद्धार्थ वैशाली के क्षेत्रीय राजा थे। इनका मन बचपन से ही धर धर में नहीं लगता था। 30 वर्ष की अवस्था में सभी सुख सुविधाएँ त्याग कर इन्होंने सन्यास ले लिया और बारह वर्ष की धीर तपस्या के बाद इन्हें ज्ञान प्राप्त हुआ। महावीर ने अहिंसा, कठिन तप, उपवास आदि को जीवन सुधार का मुख्य उपाय माना। एक रोचक कार्यक्रम के माध्यम से वर्धमान महावीर का संक्षिप्त जीवन परिचय देते हुए इनकी शिक्षाओं और ऐतिहासिक दृष्टि में, जैन धर्म के प्रसार के सम्बन्ध में जानकारी दी जायेगी।

गौतम बुद्ध :

2- बौद्ध धर्म के प्रवर्तक महात्मा बुद्ध का जन्म कपिलवस्तु के निकट लुम्बिनी नामक स्थान पर 563 ईसा पूर्व हुआ था। इनका बचपन सुख सुविधाओं में बीता परन्तु एक बार एक बूढ़े आदमी, एक रोगी और एक जव्व को देख कर इन्हें वैराग्य हो गया और वे पत्नी, पुत्र, राज्य वैभव सब कुछ

छोड़ कर शान्ति की खोज में निकल पड़े। उन्होंने कई वर्षों तक धीर तप किया लेकिन उन्हें शान्ति नहीं मिली। अन्त में गया में एक बीषल के झूठे भविष्यवाणी अवस्था में उन्हें ज्ञान प्राप्त हुआ। उन्होंने अपने उषदेशों में अहिंसा, सत्य और समाज सेवा पर विशेष बल दिया है। इस कार्यक्रम में उनका जीवन परिचय देते हुए उनके उषदेशों तथा बौद्ध धर्म के प्रभाव की चर्चा की जायेगी।

क्रमक : 3

विषय : नागरिक शास्त्र

पाठ : 7

आदर्श नागरिकता के मूल आधार

देश की स्वतन्त्रता और मर्यादा को बनाए रखने के लिए नागरिकों में कुछ श्रेष्ठ भावनाओं का विकास होना आवश्यक है जिससे संसार में भारत और भारतवासियों का गौरव बढ़े। इस वातावरण में विद्यार्थियों को नागरिकता के कुछ कुछ ऐसे ही बांझित गुणों से परिचित कराया जाएगा।

देश प्रेम :

1- देश के प्रति सच्चा प्रेम परम आवश्यक है। देश को रक्षा देश प्रेमी ही कर सकते हैं। इतिहास साक्षी है कि देश भक्तों के बलिदान से सदैव देश की मर्यादा रक्षित हुई है। इसके अभाव में राष्ट्र का घटन हुआ है। परिवार, सम्पत्ति, जाति धर्म सब से बढ़कर ऊंचा स्थान देश का है।

राष्ट्रीय सम्पत्ति की सुरक्षा :

2- राष्ट्र की सम्पत्ति निजी सम्पत्ति का ही व्यापक रूप है। अपने देश की सृष्टि के लिए यह परम आवश्यक है कि भारत में प्रत्येक नागरिक राष्ट्र की सम्पत्ति को अपनी निजी सम्पत्ति समझे और उसी प्रकार उसकी जी जान से रक्षा करे।

कानून का सम्मान :

3- मानव जीवन को सुव्यवस्थित बनाने के उद्ये से विभिन्न प्रकार के नियम बनाए गए हैं। इन नियमों के पालन करने से पालनकर्ता की सुविधा तो होती ही है, सामान्य प्रशासन में दृढ़ता उत्पन्न होती है और समाज अनुशासित रहता है। अतः एक अच्छे नागरिक के लिए यह आवश्यक है कि वह स्वयं नियमों का पालन करे, कानून का सम्मान करे और इसके लिए दूसरों को भी प्रेरित करे।

अनुशासन :

4- किसी देश की उन्नति संयमी व्यक्तियों द्वारा ही होती है । संयम की नींव अनुशासन द्वारा पड़ती है । विद्यार्थी जीवन में अनुशासन का पाठ भली प्रकार सीखा जा सकता है । अनुशासन का अर्थ वासता नहीं है । जीवन के प्रत्येक क्षेत्र में वही व्यक्ति सफल हो सकता है जिसने अनुशासन का पाठ पढ़ा हो ।

श्रम :

5- बिना श्रम के किसी भी प्रकार का उत्पादन सम्भव नहीं है । देश को आगे बढ़ाने के लिए प्रत्येक क्षेत्र में कठिन परिश्रम की आवश्यकता है । हर प्रकार से गुणी होते हुए भी यदि कोई व्यक्ति आलसी है श्रम करने से दूर भागता है तो वह जीवन के किसी भी क्षेत्र में सफलता प्राप्त नहीं कर सकता है । जीवन में श्रम का बड़ा महत्व है ।

आवश्यकताओं का नियंत्रण :

6- आवश्यकताओं को उन्मुख रूप से बढ़ाने देना मनुष्य और राष्ट्र दोनों के लिए हानिकारक है । इनको सीमित करने से जीवन में संयम और दृढ़ता आती है । देश को अधिक संकट से बचाने का यह एक सरल उपाय है । इससे देश की पूंजी की बचत होती है तथा राष्ट्रीय विकास योजनाओं को बल मिलता है ।

धर्मनिरपेक्षता :

7- सभी धर्मों को समान दृष्टि से देखना, धर्म के आधार पर किसी प्रकार का भेदभाव न करना यह हमारे राष्ट्रीय संविधान की व्यवस्था है । सभी की लच्छाइयों को ग्रहण करना एवं बुराइयों को त्यागना, मनुष्य - मनुष्य में किसी भी आधार पर भेदभाव न करना, सर्वधर्म-समभाव यह हमारी संस्कृति है ।

क्रमांक : 4

हमारे राष्ट्र प्रतीक

विषय : नागरिक शास्त्र

पाठ : 4

इस वार्तामाला की वार्ताओं द्वारा विद्यार्थियों को भारतीय राष्ट्रध्वज, राष्ट्रीय धनु-ध्वजी और कूल, राष्ट्रगान तथा राष्ट्र चिन्ह के सम्बन्ध में विस्तृत जानकारी दे जायेगी ।

राष्ट्र चिन्ह :

1- तीन शेरों वाले हमारे राष्ट्र चिन्ह का क्या इतिहास है, वह कहा प्राप्त हुआ; कहां रखा गया और अब कहां है तथा उसका किस प्रकार उपयोग किया जात है यह इस बार्ता का विषय होगा ।

राष्ट्रीय पशु-पक्षी और फूल :

2- सम्पूर्ण राष्ट्र के लिए एक पशु, एक पक्षी और एक फूल को राष्ट्रीय घोषित करना हमारी स्मृति की प्रतीक है । इनके निर्धारण में किन तथ्यों पर ध्यान रखा जाता है इन प्रतीकों से राष्ट्रीय जीवन धारा का क्या सम्बन्ध है - यही इस बार्ता का विषय होगा ।

राष्ट्र ध्वज :

3- इस बार्ता में विद्यार्थियों को राष्ट्रीय ध्वज के जन्म की कहानी उसका महत्त्व, उसके रंगों का क्रम, उसके उड़ाने के नियम तथा उसके प्रति सम्मान प्रकट करने का उचित ढंग बताया जाएगा ।

राष्ट्र गान :

4- वार्ताकार बतायेंगे कि कौन से दो गीतों को राष्ट्रीयगान माना गया है, उन गीतों का क्या इतिहास है तथा उनमें से किस गाने की औपचारिक अवसरों पर गाया जाता है, राष्ट्रगान अथवा उसकी धुन बजते समय कौन उसका सम्मान किया जाता है इन्होंने बि बार्ता की जानकारी इस बार्ता में दी जाएगी ।

क्रमांक : 5

विषय : भूगोल

हमारी पृथ्वी

पृष्ठ : 5

वैज्ञानिकों का कहना है कि लगभग दस लाख साल पहले हमारी पृथ्वी, सूर्य और सौर मण्डल के सभी ग्रह एक बादल के अतिघन और ठंडे नहीं थे जो धूल के ठंडे कणों से बना था । यह अत्यन्त कम निरन्तर शून्य में घूम रहे थे । धीरे-धीरे यह कण एक दूसरे की ओर खिंचते गए और इन्होंने मिलकर एक विशाल तवे का रूप ले लिया । यह तवा भी निरन्तर घूमता रहा । अत्यन्त तीव्र गति के कारण यह बेहद गर्म होकर चमकने लगे ।

भूमते - भूमते तवा दृट गया और इनके कई छल्ले बन गये और बाहर वाले कल्लों के कम गैस और गर्मी से बिपले हुए द्रव ने जलते हुए विशालकाय गोले बन गये । फिर वे ठंडे षढ़ने लगे । उन्होंने सिकुड़ना और ठीस स्थ लेना शुरु किया और अन्त में इन गोलों ने ग्रहों का स्थ ले लिया । इस प्रकार सौर परिवार का निर्माण हुआ जिसमें नौ ग्रह हैं और अब तक 35 उपग्रहों का षता चल चुका है । हमारी पृथ्वी इन नौ ग्रहों में से एक है ।

सौर मंडल में पृथ्वी की क्या स्थिति है, इसका आकार कैसा है, पृथ्वी की गतियां क्या हैं तथा पृथ्वी के वायुमण्डल से हमारा क्या तात्पर्य है इन्हीं सब बातों पर इस वार्तामाला में प्रकाश डाला जाएगा ।

सौर परिवार में पृथ्वी की स्थिति :

1- हमारी पृथ्वी सौर मंडल का एक अनेखा ग्रह है । यह सबसे बड़ा षार्थिव ग्रह है अर्थात् ऐसा ग्रह जिस पर जमीन है । आकार की दृष्टि से पृथ्वी नौ ग्रहों में से पांचवां ग्रह है यानी हमारे सूर्य के परिवार के चार ग्रह पृथ्वी से बहुत बड़े हैं । सूर्य तथा पृथ्वी के बीच में कौन - कौन से ग्रह स्थित हैं, पृथ्वी की तुलना में अन्य ग्रहों तथा उनके उपग्रहों का क्या स्थिति है, प्रकाश वर्ष किसे कहते हैं और इसका उपयोग किस लिए किया जाता है, इन्हीं सब बातों पर इस वार्ता में प्रकाश डाला जायेगा ।

पृथ्वी का आकार :

2- सूर्य की तुलना में इतनी छोटी -सी पृथ्वी वास्तव में बहुत बड़ी है इतनी बड़ी कि अगर आप मीटर पर 480 कि०मी० प्रतिदिन के हिसाब से चलें तो पृथ्वी के चारों ओर एक चक्कर लगाने में लगभग तीन महीने का समय लग जायेगा । इसका अर्थ यह हुआ कि पृथ्वी का घेरा करीब 42,000 कि०मी० है । पृथ्वी लगभग एक गेंद की तरह गोल है । पहले माना जाता था कि यह दोनों ध्रुवों पर कुछ चपटी है । लेकिन अब अन्तरिक्षयानों के किये गये निरीक्षणों से मालूम हुआ है कि पृथ्वी के दोनों ध्रुव क्षेत्र कुछ उठे हुए हैं और पृथ्वी का आकार नाशपाती जैसा है । मनुष्य ने यह अनुमान सबसे पहले कब और कैसे लगाया कि पृथ्वी गोल है, पृथ्वी की सीमाएं और विस्तार क्या और कितना है, देशान्तर रेखाओं और अक्षांश से हमारा क्या तात्पर्य है, इन्हीं सब बातों की जानकारी इस वार्ता में दी जायेगी ।

पृथ्वी की गतियाँ :

3- सूर्य का एक, चक्कर पूरा करने में पृथ्वी को एक साल का समय लगता है । सूर्य के चारों ओर पृथ्वी की इस परिक्रमा के कारण ही हमारे ऋतुएं बदलती हैं । सूर्य की परिक्रमा के लिए दौड़ती हुई पृथ्वी, लट्टू की तरह एक काव्यनिक रेखा पर जैसे पृथ्वी की घुमा कहते हैं, नाचती भी रहती है । पृथ्वी की इस गति की परिभ्रमण कहते हैं और इसी के कारण रात और दिन होते हैं । इस वार्ता में पृथ्वी की गतियों के सम्बन्ध में विस्तृत जन्कों देते हुए बताया जायेगा कि पृथ्वी के परिभ्रमण और परिक्रमण के क्या परिणाम होते हैं, पृथ्वी पर कितनी ताप कटिबन्ध है और स्थानीय समय तथा मानक समय से क्या तात्पर्य है ।

पृथ्वी का वायुमण्डल :

4- पृथ्वी के चारों ओर वायु की एक ण्दटी है । वायु का यह महासागर भी पानी के महासागरों की भांति ही पृथ्वी का एक अंग है । पृथ्वी बड़ी तेजी के साथ सूर्य के चारों ओर घूमती है लेकिन हमें इसका अनुभव नहीं होता क्योंकि पृथ्वी अपने वायुमण्डल को अपने साथ लेकर घूमती है । वायु मण्डल पृथ्वी के निकट अधिक घना है और जैसे जैसे हम पृथ्वी की सतह से ऊपर जाते हैं वायु विरल होती जाती है । वायुमण्डल किम्का बना है, वायुमण्डल को किन तीन भागों में बांटा गया है, वायु मण्डल की निचली पर्त मनुष्य के लिए क्या महत्वपूर्ण है, सूर्यातप किसे कहते हैं और इसने प्रभाव से कि प्रकार वायु में प्रवाह उत्पन्न होता है इन्हीं सब बातों पर इस वार्ता में प्रकाश डाला जायेगा ।

क्रमांक : 6

विषय : भूगोल

पाठ : 8

यूरेशिया के प्राकृतिक प्रदेश

यूरेशिया महाद्वीप की जलवायु, वनस्पति तथा अन्य प्राकृतिक विशेषताओं के आधार पर विभिन्न प्राकृतिक प्रदेशों में बांटा जा सकता है । इस वार्तामाला के अन्तर्गत इन विभिन्न प्रदेशों की प्राकृतिक बनावट, जलवायु तथा वनस्पति के सम्बन्ध में जानकारी दे जायेगी और इन क्षेत्रों में स्थित विभिन्न देशों का उदाहरण

देंते हुए बताया जायेगा कि इन प्रदेशों की भौगोलिक परिस्थितियों का वहां के जन जीवन और आर्थिक विकास पर क्या प्रभाव पड़ता है ।

विषवत रीक्षीय प्रदेश :

1- अधिक गर्मी और वर्षा के कारण वहां वनस्पतियों एवं कन्दमूल तथा फलों की प्रचुरता है । वन्य पशु तथा नाग प्रभार के जलचर और स्थलचर, जीवजन्तु, कीट-मच्छर भी यहां बहुतायत से होते हैं । इन सब बातों का यहां के जन-जीवन पर क्या प्रभाव पड़ता है, यही इस वार्ता का विषय होगा ।

मानसूनी प्रदेश :

2- इस वार्ता में विद्यार्थियों की वार्ताकार विस्तारपूर्वक बतायेंगे कि मानसूनी प्रदेशों के निवासी किस जनवायु में रहते हैं, उन प्रदेशों में क्या उषज होती है तथा वहां के निवासियों का रहन - सहन कैसा होता है ।

उष्ण मरुस्थली प्रदेश :

3- रेतिली भूमि में रहने वाले इन प्रदेशों के निवासियों का जीवन उग्र गर्मी और अनावृष्टि के फलस्वरूप कितना होता है, यहां किस प्रकार के पेड़-बौधे पाये जाते हैं यही इस वार्ता का विषय होगा ।

स्टेपी प्रदेश :

4- सम-शीतोष्ण तथा बहुत धीड़ी वार्ता वाले इस प्रदेश में वृक्षों के क्या झाड़ियों तक के दर्शन नहीं होते । इस प्रदेश की प्राकृतिक वनस्पति बस है । यहां गौरे लम्बे कद वाले सानाबदोश लोग रहते हैं जिन्हें खिरगीज कहते हैं । इस वार्ता में उनके जीवनचर्चा, उनके उद्यम आदि के सम्बन्ध में जानकारी दी जायेगी ।

भूमध्य सागरीय प्रदेश :

5- लम्बी तथा शुष्क गर्मी और आर्द्र तथा कीष्ण शीतकाल वाले इस प्रदेश में किस प्रकार की विशेष वनस्पति पायी जाती है और यहां के निवासियों का जीवन किस प्रकार का होता है यह इस वार्ता का विषय होगा ।

टेगा प्रदेश तथा दुष्हा प्रदेश :-

6- टेगा प्रदेश में शीतकाल में अत्यधिक सर्दों और ग्रीष्मकाल में साधारण गर्मी बढ़ती है। यहां के वन मुलायम लकड़ी के सबसे बड़े प्कार हैं। इन वनों में मुलायम समूह वाले पशु बड़ी संख्या में मिलते हैं। टेगा प्रदेश के उत्तर में दुष्हा प्रदेश है। अत्यन्त ठण्डी जलवायु के इस प्रदेश में वर्षा नहीं होती। भूमि वर्ष भर तर्क से ढकी रहती है तथा बेड़ षोषे बहुत कम होते हैं। इस बार्ता में बताया जायेगा कि इन दोनों प्रदेशों की बेववार क्या है, यहां के निवासियों का डीसडोल, रहल-सहन षानषान कैसा है और वहां के मुख्य पशु कौन से हैं।

षस्त्रिमोत्तर यूरोषीय प्रदेश :

7- षस्त्रिमो यूरोषीय प्रदेश की विशेष षिाति के कारण उसकी जलवायु प्रतिकूल होने के बावजूद स्फूर्तिबुद है। इसके फलस्वरुप यहां के निवासियों की शीरोरिक्त और षानसिक क्षमता पर प्रभाव पड़ा है। खेती काडी की दृष्टि से यह प्रदेश ऊँचे न होते हुए भी यहां की वन और षन्निज सम्पदा का भरपूर लाभ उठाया गया है और विकास की दृष्टि से यह प्रदेश विश्व में सबसे आगे है। यहां की जलवायु तथा जन-जीवन की जानकारी इस बार्ता में दी जायेगी।

क्रमांक : 7

विषय : भूगोल

षाठ : 1

चन्द्रमा षर मानव के चरण :

अन्तरिक्ष विज्ञान के क्षेत्र में मानव का चन्द्रमा के षरातल पर उतरना एक अत्यधिक महत्त्वपूर्ण षटना है। अन्तरिक्ष के लपोली - 11 अभियान के अन्तर्गत जुलाई 1969 में नील आर्मस्ट्रांग ने चन्द्रमा के षरातल पर प्रथम चरण रख कर मानव जाति के लिए अन्तरिक्ष के द्वारा षील दिये और चन्द्रमा कवियों का उपमान न रहकर हमारा पृथ्वी का एक साधारण सपग्रह बन गया। इस बार्ता में अन्तरिक्ष अभियानों का संक्षिप्त परिचय देने हुए मानव की चन्द्र यात्रा की कहानी प्रस्तुत की जायेगी।

कक्षा 7 के लिए : विज्ञान

क्रमांक : 1

विषय : भौतिकी

पाठ : 6

यह वैज्ञानिक उपकरण :

इस बार्तामाला में कक्षा सात के पाठ्यक्रम के अन्तर्गत कुछ वैज्ञानिक उपकरणों के सम्बन्ध में बताते हुए सामान्य वैज्ञानिक सिद्धान्तों की जानकारी दी जायेगी ।

वर्नीयर कैलिपर्स तथा स्क्रूगेज :

1- किसी वस्तु की लम्बाई और मोटाई एक मिलीमीटर तक साधारण मीटर से मापी जा सकती है लेकिन यदि लम्बाई इन्से कम ही तो माप करना कठिन है । परन्तु कुछ वैज्ञानिकों ने ऐसे यन्त्र बनाए जिनके द्वारा 1-10 मिलीमीटर से लेकर 1-100 मिलीमीटर तक की माप की जा सकती है । इस बार्ता में वर्नीयर कैलिपर्स तथा स्क्रूगेज से किस प्रकार माप लेख की जा सकती है इस सम्बन्ध में जानकारी दी जायेगी ।

धर्मस बीतल :

2- धर्मस बीतल एक ऐसा उपकरण है जिसमें उष्मा स्थानान्तरण की तीनों विधियों, चालन, संवहन, विकिरण द्वारा उष्मा स्थानान्तरण को रोका जाता है । इस बार्ता में उष्मा स्थानान्तरण की तीनों विधियों को समझाते हुए धर्मस बीतल का वर्णन किया जायेगा और यह भी बताया जायेगा कि इसमें तीनों प्रकार से उष्मा स्थानान्तरण को कैसे रोका जाता है ।

विद्युत घंटी

3- विद्युत घंटी का निर्माण विद्युत चुम्बक के आविष्कार का परिणाम है । चुम्बक क्या है, चुम्बक कैसे बनाए जाते हैं: इनके क्या गुण हैं, इनमें ध्रुव निर्धारण कैसे होता है इन सब बातों की जानकारी देते हुए इस बार्ता में विद्युत घंटी की रचना और कार्यशैली के सम्बन्ध में जानकारी दी जायेगी ।

बैरोमीटर :

4- सामान्य बायुमण्डल दाब और तरल बदारथी में दाब की जानकारी देते हुए इस वार्ता में यह बताया जायेगा कि बैरोमीटर का निर्माण कैसे किया गया और इसका क्या उपयोग है ।

स्प्रिंगतुला :

5- इस वार्ता में वार्ताकार बल और भार की जानकारी देते हुए बतायेगे कि स्प्रिंगतुला से भार कैसे ज्ञात किया जाता है ।

पम्प :

6- इस वार्ता में विभिन्न पम्प जैसे साइकिल पम्प, बल पम्प आदि की कार्यविधि को बताते हुए यह बताया जायेगा कि यह पम्प किस सिद्धान्त पर कार्य करते हैं ।

क्रमांक : 2

विषय : रसायन शास्त्र

पाठ : 3

जल और उसके घटक

जल आक्सीजन और हाइड्रोजन दो तत्वों से मिलकर बना है । यह दोनों तत्व वातावरण में गैस के रूप में पाये जाते हैं । इस वार्तामाला में इन्हीं तत्वों तथा उनके योगिकों की जानकारी देते हुए जल के भौतिक और रासायनिक गुणों पर प्रकाश डाला जायेगा ।

आक्सीजन :

1- कहा जाता है कि पानी के बिना तो हम कुछ दिन जीवित रह सकते हैं किन्तु हवा के बिना एक क्षण भी जीवित नहीं रह सकते । परन्तु वास्तव में यदि हम यह कहें तो अधिक सही होगा कि हम आक्सीजन के बिना जीवित नहीं रह सकते । प्रकृति में आक्सीजन गैस के रूप में पाई जाती है । यह हवा का 1/5 भाग है । आक्सीजन की खोज किस प्रकार हुई, प्रयोगशाला में यह किस प्रकार बनाई जाती है, जीवधारियों के लिए इसका क्या महत्व है, दैनिक जीवन में यह किस प्रकार उपयोगी है, इन्हीं सब बातों की जानकारी देते हुए कक्षा मात के पाठ्यक्रम से सम्बन्धित कुछ प्रमुख आक्सीडों के सम्बन्ध में बताया जायेगा ।

हाइड्रोजन :-

2- हाइड्रोजन दुनिया का सबसे हल्का तत्व है। सूरज का अधिकांश भाग हाइड्रोजन का बना हुआ है। पृथ्वी पर विषुद्ध हाइड्रोजन कम ही मिलती है। लेकिन योगिकों के आसानी से प्राप्त की जाती है। हाइड्रोजन को प्रयोगशाला में कैसे प्राप्त करते हैं, इसके भौतिक और रासायनिक गुण क्या हैं, इसकी व्यापकता है इन सब बातों की जानकारी इस वार्ता में दी जायेगी। साथ ही कक्षा सात में आये हुए अम्लों का ज्ञान कराते हुए प्रतिस्थापन, संयोजन तथा विद्युत क्रियाओं से विद्यार्थियों को परिचित कराया जायेगा।

जल :

3- पृथ्वी का तीन चौथाई भाग जल से ढका है। यही नहीं बरती पर पाए जा सकने वाले प्रत्येक सजीव में जल उपस्थित है। जल मनुष्य के लिए अखण्डत जरूरी और उपयोगी पदार्थ है। जल तत्वों के अनेक रासायनिक संयोग से उनके हाइड्रोक्साइड बनाता है। इस वार्ता में वार्ताकार जल के भौतिक और रासायनिक गुणों की जानकारी देते हुए उन हाइड्रोक्साइड के सम्बन्ध में बतायेंगे जो कक्षा 7 के पाठ्यक्रम के अन्तर्गत है।

क्रमांक : 3

विषय : वनस्पति विज्ञान

घाठ : 4

वृक्ष के भाग :-

सड़कों के किनारे, बहाइयों की ढाल पर मैदानों में, बनी में, नदियों के किनारे, समुद्र के किनारे हर तरफ हमें वृक्ष दिखाई देते हैं। वृक्ष पृथ्वी का सबसे पुराना जीवधारी है क्योंकि पृथ्वी पर जीवन सर्वप्रथम वनस्पति के रूप में आया। पृथ्वी पर सबसे बड़ी जीवित वस्तु वृक्ष ही है और इसकी उम्र किसी भी जीवधारी से अधिक होती है।

भिन्न-भिन्न जलवायु में भिन्न-भिन्न वृक्ष पाये जाते हैं, उनके आकार प्रकार, पत्तियों, फूलों के रंग सब सभों में अन्तर होता है। पान्तु सभी वृक्षों में जड़, तना, पत्ता तथा फल फूल पाये जाते हैं। इस वार्तामाला में वृक्षों के इन्हीं भागों के सम्बन्ध में विस्तृत जानकारी देने का प्रयत्न किया जायेगा।

जड़ :

1- अंकुश के समय बीज का जो भाग सबसे पहले बाहर निकलता है वही जड़ों में चलकर जड़ बन जाता है। जड़ पौधे की मिट्टी में दृढ़ता से बढ़ा रहती है। इससे शाखाएं मिट्टी में फैली रहती हैं और मिट्टी से अम्ल पदार्थ तथा पानी प्राप्त करती हैं।

इस वार्ता में बार्ताकार जड़ों के प्रकार तथा उनके भाग और जड़ों की भीतर बनावट तथा जड़ों के कार्यों से विद्यार्थियों को परिचित करायेंगे।

तना :

2- पौधे का सबसे मोटा भाग तना है इसी में टहनियां, पत्तियां, फल फूल लगते हैं। इन सबका भार तने को सहना पड़ता है। तने द्वारा पौधे में पदार्थों का स्थानान्तरण होता है। जड़ों से जल और लवण की पत्तियों तक पहुंचाना और पत्तियों द्वारा बनाये हुए भोजन की पौधों के भिन्न-भिन्न भागों में पहुंचाना तने द्वारा होता है।

इस वार्ता में तनों के प्रकार तनों की बनावट तथा उसकी संरचना, तने के कार्य और तने के क्षार्भों से विद्यार्थियों को परिचित कराया जायेगा।

पत्तियां :

3- पत्तियां पौधों का बहुत ही आवश्यक और उपयोगी अंग हैं। प्रायः सभी पौधों की पत्तियां हरी होती हैं। इन पत्तियों द्वारा ही पौधों के लिए आवश्यक भोजन का निर्माण होता है।

इस वार्ता में पत्तियों के प्रकार उनकी बनावट और आन्तरिक संरचना बताते हुए प्रकाश संश्लेषण, वाष्पीकरण आदि के सम्बन्ध में जानकारी दी जायेगी।

फल - फूल :

4- पौधों का सबसे आकर्षक अंग फूल है। फूलों से फल बनते हैं। और फलों में बीज और फिर परिपक्व बीज उगाने से नया पौधा तैयार होता है। इस वार्ता में बार्ताकार फूलों की बनावट बताते हुए इस बात पर प्रकाश डालेंगे कि इनमें परागण कैसे होता है और फिर कैसे फल और बीज का निर्माण होता है।

क्रमांक : 4

जन्तु जगत के विभिन्न प्राणी

विषय: जीव-विज्ञान

घाठ : 8

इस वार्तामाला की वार्ताओं में विद्यार्थियों को जन्तु जगत के नन्हें जीवों की विषय में बताया जायेगा जिनकी ओर साधारणतया हमारा ध्यान नहीं जाता है। यदि हम ध्यान दें तो पाते हैं कि यह जीवों की बड़े ही मनीयोग के साथ अपने कार्यक्षेत्रों में रत रहते हैं। इनकी जीवनचर्या के विषय में सामान्य बातें बतलाने के साथ ही साथ यह भी स्पष्ट किया जायेगा कि इनमें से कौन हमारे लिए लाभदायक है और कौन हानिकारक।

प्रकृति की हलवाई : मधुमक्खी :

1- मधुमक्खी का रक्त सामाजिक व्यवस्था का आश्चर्यजनक उदाहरण है। सामूहिक रूप से रहने वाली इस जीव के विभिन्न वर्गों के लिए अलग-अलग काम निर्दिष्ट है जिन्हें वे बिना भूलचूक के निरन्तर पूरा करते रहते हैं। कार्यकर्ता मधुमक्खी की जीवन अवधि केवल पांच सप्ताह की होती है और इस बीच उसे थोड़े-थोड़े दिन अलग-अलग काम करना पड़ता है जैसे कोषों की सफाई, तन्त्रों का पोषण और उनका देखरेख, दवाखाना का काम, मीम बनाना और कोष रचना इत्यादि। इस वार्ता में मधुमक्खी की शरीर तथा मधुचयन की विधि बता कर उसके जीवन क्रम पर प्रकाश डाला जायेगा।

पंखदार विपत्ति : टिड्डी

2- जैसे मधुमक्खी एक लाभदायक जन्तु है उसी प्रकार मक्खी, मक्का तथा टिड्डी मनुष्य जाति के जन्मजात बेरी हैं। यदि मक्खी और मक्का रोगों के कीटाणु लाकर बीमारी फैलाते हैं तो टिड्डियां खड़ी की खड़ी फसल की बात की बात में चट कर जाती हैं। साधारणतः यह देशान्तरगामी नहीं होती परन्तु जब इनकी संख्या अत्यधिक बढ़ जाती है और यह जहाँ होती है वहाँ खाद्य नहीं मिलता तब यह दल बांध कर करोड़ों और आर्यों की संख्या में चल पड़ती है और जहाँ भी उतरती है वहाँ दूषित का प्रादुर्भाव ही जाता है। इस वार्ता में स्पष्ट किया जायेगा कि उड़ने तथा रेंगने वाली टिड्डियों में क्या भेद होता है, टिड्डी दलों की नष्ट कराना कितना कठिन होता है, विशेषकर उड़नेवाली टिड्डियों का। विद्यार्थियों को यह भी बताया जायेगा कि मध्य एशिया इनकी जन्मभूमि है परन्तु इनका पता लगाना बहुत कठिन होता है, जैसे यह चीन, भारत, रूस ईरान, अरब देश और पूर्वी यूरोप में पहुंच कर फसलें नाश करती है तथा इनकी निर्मूल करने के लिए क्या किया जा रहा है।

संसार का आदि कागज बनाने वाला : बर्र :

3- जैसे मधुमक्खी शटकीण कोषों से अपना रक्त बनाती है उसी प्रकार बर्र पतले कागज के समान वस्तु से अपने रक्त का निर्माण करता है। परन्तु अन्तर यह होता है कि जहाँ मधुमक्खी नरम मीम से अपना रक्त आसानी से बना लेती है, बर्र को अपने इस काम में बड़ी पेहनत करनी पड़ती है। इस वार्ता में बताया जायेगा कि मनुष्य ने तो लकड़ी की लुग्दी से कागज बनाना बहुत बाद की संज्ञा परन्तु बर्र को यह कला बहुत पहले से ज्ञात थी। विद्यार्थियों को बताया जायेगा कि बर्र कैसे कागज की तरह की वस्तु से अपना रक्त बनाता है, वायु और वर्षा से बचक का उसमें क्या प्रबन्ध होता है, उसमें जाने का मार्ग किधर से होता है तथा एक और जाति का 'स्काकी बर्र' (लसोरी) जो अपना घर मिट्टी से बनाता है कौन होता है।

जीवित प्रदीप : जुगनु :

4- बरसात की रात में चमकते हुए जुगनु तो आधने देखे होंगे । इस वार्ता में हम विद्यार्थियों को बतयेंगे कि मनुष्यों द्वारा प्रकाश के आविष्कार से बहुत पूर्व प्रकृति ने ऐसे जंतुओं की सृष्टि कर रखी थी जो अपने शरीर से प्रकाश उत्पन्न करते हैं । इनमें से पंखधारी कीटों को जुगनु कहते हैं । विद्यार्थियों को बताया जायेगा कि ये कीट कैसे चमकते हैं और इनके शरीर की बनावट में क्या विशेषता होती है । यह भी स्पष्ट किया जायेगा कि दक्षिणी अमेरिका के कुछ गुबारैले इतना अधिक प्रकाश उत्पन्न करते हैं । कि स्त्रियां उन्हें आभूषण की तरह शरीर पर धारण करती हैं ।

प्रायः शतक बुनकर : मकड़ा :

5- पंखहीन होते हुए भी मकड़ों को उड़ने किराने में कोई कठिनाई नहीं होती । यह रेशम के बहुत महीन तार में लटककर हवा में उड़ते और एक स्थान से दूसरे स्थान पर जा पहुंचते हैं । इन्हीं महीन रेशमी तारों का यह जाल भी बुलते हैं जिनमें पंखकर अनेक कीट अपनी जान गंवाते हैं । मकड़ों के संबंध में विद्यार्थियों को इस वार्ता द्वारा अनेक जानबूझकर बातें बतवाई जायेंगी कि वह कितने प्रकार के जाल बुनते हैं और किन-किन युक्तियों से अपने बिकार पकड़ते हैं ।

अध्यवसायी कीट : चींटी :

6- सामूहिक जीवन व्यतीत करने वाले कीटों में चींटियां सबसे अधिक संगठित होती हैं । चींटियों के उपनिवेशों में रानी, नर, कार्यकर्ता और शैथिल्य अलग अलग होते हैं । उनके व्यस्त जीवन के विषय में अनेक कहानियां प्रचलित हैं । अपने काली चींटियों को बांबी से निकलते देखा होगा । बाहर से तो बांबी मिट्टी का ढेर ही दिखाई देती परन्तु उसके भीतर कोठारियां, गलियारों और मार्गों का जाल सा बिछा होता है । वर्षा की प्रारम्भिक झुहारों पड़ने के बाद चींटियां बहुत व्यस्तता से दौड़-धूप करती दिखाई देती है और कुछ पेड़ से रस लाकर अपनी मांद में रखने जाती है । यह सब कार्यकर्ता है - नन्हीं, सजग और सतत-सक्रिय । इन्हीं में जो बड़े सिरवाली चींटियां है, वे शैथिल्य हैं और उनकी रानी तो अपने कमरे में आराम से पड़ी रहती है । उसे कार्यकर्ता चींटियां भोजन पहुंचाती हैं और वह नित्य झुहारों अंडे देती है जिनसे नई कार्यकर्ता चींटियां उत्पन्न होती हैं । इन्हीं चींटियों के जीवन रहन-सहन और अध्यवसाय के सम्बन्ध में इस वार्ता में विद्यार्थियों को बताया जायेगा ।

मधु के लोभी तितली और भौरे :-

7- तितली और भौरे न केवल प्राकृतिक सौन्दर्य और संगीत के उदाहरण ही हैं बल्कि कृषि के परागध और फलस्वस्व बीजों की उत्पत्ति के साधन भी हैं । वार्ताकार इन दोनों ही दृष्टियों से इन कीटों की उपादेयता पर प्रकाश डालेंगे ।

रेशमी वस्त्रों का जनक : रेशम का कीड़ा :

8- रेशम का उद्योग भारत का एक बहुत ही प्राचीन काल से चला आ रहा उद्योग है। रेशमी वस्त्र जहाँ एक ओर बखिब्रता के प्रतीक है, वहाँ दूसरी ओर सुन्दरता के भी प्रतीक हैं। भारतीय रेशम उद्योग जसकल विदेशी मुद्रा का एक बहुत लाभदायक स्रोत है। प्रस्तावित बार्ता में बार्ताकार रेशमी कीट के जीवन चक्र पर प्रकाश डालते हुए रेशम बनाने में इन कीटों के योगदान की चर्चा करेंगे।

लाख का निर्माता : लाखाकीट :

9- लाख हमारे बड़े ही उपयोग की वस्तु है। ठाक से पैजने वाले बार्सलौ, रजिस्टर्ड पत्रों आदि पर हम लाख से ही मोहर लगाते हैं। ग्राष्पाफीन रेकार्ड बनाने में भी लाख का ही उपयोग होता है। लाख की चूड़ियाँ, खिलोने और गोलियाँ आम देखने की मिलती हैं। लाखाकीट की शरीर रचना आदि पर प्रकाश डालते हुए बताया जायगा कि किस प्रकार लाखा कीट लाख बनाता है।

क्रमंक : 5

विषय : सामान्य ज्ञान
संख्या : 4

क्या आप जानते हैं ?

प्रश्नोत्तरों पर आधारित इस कार्यक्रम द्वारा विद्यार्थियों को भौगोलिक, ऐतिहासिक, राजनीतिक, वैज्ञानिक, सांस्कृतिक, सामाजिक, खेलकूद तथा आये दिन होने वाली घटनाओं से सम्बन्धित साधारण ज्ञान देने का प्रयास किया जायेगा। स्थानीय विद्यालयों से आमन्त्रित विद्यार्थी इस कार्यक्रम में भाग लेंगे।

परिशिष्ट - 11

ब्रह्मा 8 के लिए
हिन्दी - संस्कृत - अंग्रेजी

क्रमांक : 1

विषय : हिन्दी

पृष्ठ : 7

अच्छी भाषा :-

अच्छा गद्य लिखने के लिए हमें कई बातों पर ध्यान देना होता है, जैसे उचित शब्द, चयन, उचित वाक्य निर्माण, विराम चिह्नों का सही प्रयोग तथा वर्तनी विद्यार्थी व्याकरण सम्मत भाषा लिखने में कुशलता प्राप्त कर सकें यही इस सीदाहरण वार्तामाला का उद्देश्य है।

1- शब्द चयन (अ)

हमारी भाषा में ऐसे अनेक शब्द पाये जाते हैं जो अपने संक्षिप्त रूप में ही किसी विस्तृत विचार या विशेषता को व्यक्त कर देते हैं। ऐसे शब्द प्रायः उपसर्ग प्रत्यय जोड़ कर या समास विधि के द्वारा बनाये जाते हैं। इससे भाषा स्पष्ट होती है, व्यर्थ विस्तार बचता है और उसमें सौन्दर्य आ जाता है। इस वार्ता में कुछ ऐसे कुछ शब्दों से विद्यार्थियों का परिचय कराया जायेगा जिनमें संधि और समास के रूप स्पष्ट होते हैं। साथ ही उपसर्ग, प्रत्यय, सन्धि समास के कारण शब्दों में होने वाले परिवर्तन का वर्तनी की दृष्टि से शुद्ध ज्ञान कराते हुए नवीन शब्द रचना की क्षमता को बढ़ावा दिया जायेगा।

1- शब्द चयन (ब)

अर्थ के आधार पर दो प्रकार के शब्द पाये जाते हैं एकार्थी जिनका प्रयोग सामान्य रूप से एक ही अर्थ में होता है और अनेकार्थी जिनका प्रयोग एक से अधिक अर्थों में होता है। इस वार्ता में अर्थ के आधार पर शब्दों के प्रयोग के सम्बन्ध में जानकारी दी जायेगी।

3- वाक्य रचना

इस वार्ता में विद्यार्थियों को वाक्य के दो प्रमुख तत्वों, उद्देश्य और विधेय के सम्बन्ध में समझाते हुए रचना के आधार पर वाक्य भेद और अर्थ के आधार पर वाक्य भेद करने की विधि बताई जायेगी।

4- विराम चिह्नों का सही प्रयोग :

अर्थ को स्पष्ट करने के लिए विराम चिह्नों का प्रयोग किया जाता है। विराम चिह्न का स्थान बदल देने से कहीं गई बात का अर्थ ही बदल जाता है। इस वार्ता में पूर्ण विराम, अल्प विराम, प्रश्न सूचक, विस्मयादिबोधक, उद्धरण योजक, विवरण, निर्देश, कोष्ठक आदि चिह्नों का सही प्रयोग करना बताया जायेगा।

5- वर्तनी

हिन्दी छन्यात्मक भाषा है और छन्यात्मक के साथ अक्षरात्मक भी । यह विशेषता मात्राओं के कारण है । वर्तनीगत शुद्धता लिखित भाषा का अनिवार्य रूप है । शिक्षण क्रम की दृष्टि से वर्तनी की नियमित एवं विधिवत शिक्षा प्राथमिक स्तर पर पूरी हो जानी चाहिए परन्तु ये अशुद्धियाँ माध्यमिक तथा उच्च स्तर तक पाई जाती हैं । इस वार्ता के दो भागों में शुद्ध वर्तनी का ज्ञान दिया जायेगा ।

वर्तनी (अ)

इस वार्ता में व्यंजनों का संयोग तथा उसकी वर्तनी, पाई वाले, बिना पाई वाले युन्ही वाले वर्ण और 'र' का संयोग आदि के नियम समझाए जायेंगे ।

वर्तनी (ब)

इस वार्ता में अनुस्वार और चन्द्र विन्दु का प्रयोग ('स' तथा 'ये' का प्रयोग) और ब, व, ङ, ष, स, ञ, और न का प्रयोग समझाया जायेगा ।

क्रमांक : 2

विषय : हिन्दी

पृष्ठ : 2

काव्य सौन्दर्य - अलंकार

अलंकार का अर्थ है आभूषण । जिस प्रकार आभूषणों के पहनने से सौन्दर्य बढ़ता है उसी प्रकार अलंकारों के प्रयोग से काव्य की सुन्दरता बढ़ती है । कथन को रोचक और प्रभाव पूर्ण बनाने के लिए अलंकारिक भाषा का प्रयोग किया जाता है । इस वार्तामाला में कक्षा आठ के पाठ्यक्रम में सम्मिलित अलंकारों का उदाहरण सहित परिचय दिया जायेगा ।

1- अनुप्रास और यमक

2- उच्यता, त्यक, उल्लेख

क्रमांक : 3

विषय : हिन्दी

पृष्ठ : 3

शुद्ध बोली :

विद्यार्थी प्रायः बोली सम्पन्न उच्चारण की अशुद्धियाँ करते हैं । इन अशुद्धियों के मूल में सामाजिक प्रभाव, शारीरिक दोष, भौगोलिक प्रभाव तथा अनुकरण से उत्पन्न दोष पाये जाते हैं । इस वार्ता माला के द्वारा उच्चारण की सामान्य अशुद्धियों के और विद्यार्थियों का ध्यान आकृष्ट करवाते हुए शुद्ध भाषा बोलने की क्षमता को विकसित करने का प्रयास किया जायेगा ।

1- अक्षरों का शुद्ध उच्चारण :-

वर्तनीमाला का कौन सा अक्षर मुख के किस भाग से और कैसे उच्चारित होता है यह बतलाते हुए शब्दों का सही उच्चारण सिखाना इस वार्ता का उद्देश्य है ।

2- अर्ध अक्षरों का उच्चारण :

आधे अक्षरों से प्रारम्भ होने वाले शब्दों का शुद्ध उच्चारण और चन्द्र विन्दु और विसर्ग के शुद्ध उच्चारण का अभ्यास इस वार्ता में कराया जायेगा ।

3- अन्य भाषाओं के शब्द :

दूसरी भाषाओं के शब्दों का हिन्दी में प्रयोग करते समय कैसे शुद्ध उच्चारण किया जाये यही इस वार्ता में बतलाया जायेगा ।

क्रमानुसार : 4

विषय : हिन्दी

पाठ : 7

हिन्दी पाठशाला

इस क्रम में कक्षा आठ की हिन्दी पाठ्य पुस्तक नवभारती भाग 3 के कुछ चुने हुए पाठों की नाटक, स्तम्भ, सव्याख्या, कविता घाठ, संगीत स्तम्भ और सौदाहरण वार्ता के रूप में प्रसारित किया जायेगा जिससे कि विद्यार्थी पठन सामग्री को सतविक्रम ग्रहण कर सकें तथा उनमें अध्ययन के प्रति सच उत्पन्न हो सकें ।

1- नर ही न निराश करो मन की

राष्ट्र कवि मैथिलीशरण गुप्त हिन्दी बड़ी बोली के सुप्रसिद्ध कवि हैं । उन्होंने 'साकेत' महाकाव्य तथा 'भारत भारती' जैसी राष्ट्रीय कवितायें हमें प्रदान की हैं । उनकी अन्य प्रसिद्ध रचनायें हैं 'बंचवटी', 'यशोधरा' तथा 'अनघ' । वे हमारे राष्ट्र कवि रहे हैं । 'नर ही न निराश करो मन की' शीर्षक कविता में उन्होंने बड़े प्रभावशाली ढंग से यह बताया है कि अपने जीवन को सार्थक बनाने के लिए हमें कैसा आचरण करना चाहिए । इस सौदाहरण वार्ता में राष्ट्रकवि मैथिलीशरण गुप्त का संक्षिप्त परिचय देते हुए कविता का सव्याख्या पाठ प्रस्तुत किया जायेगा ।

2- चल पढ़े जिधर दो हग :

हिन्दी के प्रसिद्ध कवि श्री सौरभलाल द्विवेदी राष्ट्रीय भावना प्रधान कविताओं के रचनाकार हैं । काव्य रचना के साथ स्वाधीनता आन्दोलन में भी उन्होंने सक्रिय भाग लिया है । राष्ट्रीय कविताओं के अतिरिक्त उन्होंने लोकप्रिय बाल कविताएँ भी लिखी हैं । उनके प्रमुख कविता संग्रह हैं :- बूजागीत, प्रभाती, शिशु भारती तथा बाल भारती । कुमाल, वासवदत्ता और विषयान आख्यान काव्य है । 'चल पढ़े जिधर दो हग' कविता में उन्होंने राष्ट्र पितृ महात्मा गांधी के व्यापक प्रभाव का सजीव चित्रण किया है । प्रस्तुत सौदाहरण वार्ता में कवि का संक्षिप्त परिचय तथा कविता का सव्याख्या घाठ प्रस्तुत किया जायेगा ।

3- बीरमाता जीजाबाई

हनुमन्त शिवाजी के व्यक्तित्व निर्माण में उनकी माता जीजाबाई उनके लिए निरन्तर प्रेरणा का स्रोत रहीं। बच्चों के प्रारम्भिक जीवन में माता की शिक्षा का अमिट प्रभाव होता है। माता बच्चे के लिए प्रथम शिक्षक होती है। इस पाठ में बीरमाता जीजाबाई के मातृत्व पर आधारित एक रोचक कार्यक्रम प्रस्तुत किया जायेगा।

4- रामराज

आदर्श शासन व्यवस्था के रूप में राम राज्य का उदाहरण दिया जाता है। गौस्वामी तुलसीदास ने राम चरित मानस में राम राज्य की विस्तृत व्याख्या की है। रामराज्य की पृष्ठ भूमि व्यक्ति के त्याग, तपस्या और आचरण पर आधारित है। राष्ट्रपति महात्मा गांधी ने भारत में फिर से राम राज्य लाने का स्वप्न देखा था। 'राम राज' पाठ पर आधारित एक संगीत रसक प्रसारित किया जायेगा।

5- दीन बन्धु स्मूज :

जब देश में चल रहे स्वतन्त्रता आन्दोलन को अंग्रेजी शासन बुरी तरह से समाप्त करने में लगा हुआ था, उस समय अंग्रेज होते हुए भी दीन बन्धु स्मूज ने भारतीय जनता का साथ दिया। उन्होंने भारत की सेवा के लिए अपने को समर्पित कर दिया। इस पाठ में उनके जीवन पर आधारित एक रोचक कार्यक्रम प्रस्तुत किया जायेगा।

6- मैं सुमन हूँ

सुख और दुःख दोनों में एक समान रह कर किस प्रकार जीवन यापन करना चाहिए इसकी शिक्षा हमें द्वारिका प्रसाद माहेश्वरी की कविता 'मैं सुमन हूँ' से मिलती है। इस सौदाहारण वार्ता में 'मैं सुमन हूँ' कविता का सव्याख्या पाठ प्रस्तुत किया जायेगा।

7- स्वामी विवेकानन्द

'सभी धर्मों का गन्तव्य स्थान एक है, मानव धर्म एक है, मानव जाति एक है, । 11 दिसम्बर 1893 ई0 को अमेरिका के शिकागो नगर में आयोजित प्रथम विश्व धर्म सम्मेलन में इन शब्दों से विश्व में भारत की अद्वितीय ज्ञान गरिमा की पताका फहराने वाले स्वामी विवेकानन्द हमारे लिए प्रेरणा स्रोत हैं। इस पाठ में मानवता के लिए किये गये उनके महान कार्यों पर आधारित एक रसक प्रस्तुत किया जायेगा।

क्रमांक : 5

विषय : संस्कृत

पाठ : 6

संस्कृत पाठशाला

हमारे देश की सभी भाषाओं के विकास में संस्कृत भाषा का महत्व पूर्ण योगदान रहा है। संस्कृत देश के उत्तर, दक्षिण, पूर्व और पश्चिम सभी भागों में अति प्राचीन काल से किसी न किसी रूप में प्रचलित रही है और अब भी है। हमारी शाश्वत राष्ट्रीय संस्कृति का अक्षय जोष संस्कृति साहित्य में निहित है। इस प्रकार संस्कृत भाषा हमारी राष्ट्रीय एकता और संस्कृति की प्रतीक है।

संस्कृत के इस महत्व को देखते हुए यह आवश्यक है कि प्रत्येक भारतीय बच्चे को संस्कृत का ज्ञान कराया जाये। इस ध्येय से इस वर्ष कक्षा 8 के विद्यार्थियों के लिए 6 संस्कृत पाठ प्रसारित किये जायेंगे जो कि कक्षा 8 की हिन्दी पाठ्य पुस्तक नवभारतीय भाग - 3 के अनिवार्य संस्कृत पाठों पर आधारित होंगे।

क्रमांक : 6

विषय : अंग्रेजी

पाठ : 30

सुनी और सीसी

कक्षा आठ के विद्यार्थियों के लिए पिछले शिक्षा सत्र में हैदराबाद स्थित इन्स्टीट्यूट आफ इंगलिश एंड फॉरेन लैंग्वेजेज द्वारा तैयार किये गये जो अंग्रेजी के पाठ प्रसारित किये गये थे वे सन् 1980-81 के शिक्षा सत्र में इत्येक शुक्रवार को पुनः प्रसारित किये जायेंगे।

क्रमांक : 7

विषय : सामान्य ज्ञान

संख्या : 4

क्या आप जानते हैं

प्रश्नोत्तरों पर आधारित इस कार्यक्रम द्वारा विद्यार्थियों को भौगोलिक, ऐतिहासिक, राजनीतिक, सांस्कृतिक, सामाजिक तथा आस दिन होने वाली घटनाओं से सम्बन्धित साधारण ज्ञान देने का प्रयास किया जायेगा। स्थानीय स्कूलों से आमन्त्रित विद्यार्थी इस कार्यक्रम में भाग लेंगे।

परिशिष्ट - 12

कक्षा 9 तथा 10 के लिए
हिन्दी - अंग्रेजी - विज्ञान

क्रमांक : 1

विषय : हिन्दी
पाठ : 6

कैसे लिखें

हिन्दी भाषा के पराक्षा प्रश्न पत्र के उत्तर लिखने में विद्यार्थियों को यह कठिनाई रहती है कि वे किस प्रकार गंद्यांश व षट्यांश की संदर्भ सहित व्याख्या षठित, षठित एवं कहाने का सारांश, पात्रों का चरित्र चित्रण, साहित्यकारों की जीवनी और निबन्ध लिखें । इस सीमाहरण बार्तामाला में विद्यार्थियों की संक्षिप्तीकरण, सारांश, व्याख्या, निबन्ध ऋदि लिखने का सही ढंग बताया जायेगा ।

- 1- संदर्भ सहित व्याख्या
- 2- संक्षिप्तीकरण
- 3- पात्रों का चरित्र चित्रण
- 4- कहाने का सारांश
- 5- साहित्यकारों की जीवनी
- 6- निबन्ध

क्रमांक : 2

विषय : हिन्दी
पाठ : 3

नाटक

कक्षा नौ तथा दस के विद्यार्थियों की उनके स्कांकी की णव्य पुस्तक संग्रहाल्ले में संकलित नाटकों की ऋथावस्तु, संवाद योजना, चरित्रांकन, भाषा शैली तथा वातावरण को अनुभूति कराने के उद्देश्य से, तथा अभिनय के प्रति प्रेरित कराने के ष्येय से, संकलन के तीन नाटकों का प्रसारण किया जायेगा ।

क्रमांक : 3

विषय : सामान्य ज्ञान
पाठ : 9

सामयिक प्रसंग

महत्त्वपूर्ण नवीनतम समाचारों, षटनाओं एवं सामयिक प्रसंगों से विद्यार्थियों को अवगत कराने के ष्येय से उनकी रचि के समाचार मनीने में एक बार प्रसारित किये जायेंगे ।

क्रमांक : 4

विषय : विज्ञान
संख्या : 9

वैज्ञानिक ज्ञान की बढ़ती सीमाएं

वैज्ञानिक क्षेत्र में मनुष्य गित्य प्रति नई उपलब्धियों की ओर बढ़ता जा रहा है । विज्ञान के विद्यार्थियों के लिए यह आवश्यक है कि वह अपने वैज्ञानिक ज्ञान की हाराबर वृद्धि करते रहें । इस क्रम के अन्तर्गत प्रश्नोत्तरों द्वारा विद्यार्थियों को उस वैज्ञानिक ज्ञान की उपलब्ध कराने की चेष्टा की जायेगी जो उनमें विज्ञान सम्बन्धित आशुबुद्धि का विकास करे और वैज्ञानिक क्षेत्र में वस्तु पूरक प्रश्नों का उत्तर देने में सहायक हो ।

क्रमांक : 5

विषय : अंग्रेजी

घाठ : 30

सुनी और सीखी

अंग्रेजी पाठों के क्रमशः में इस शिक्षा सत्र में कक्षा नौ के लिए हैदराबाद स्थित इन्स्टीट्यूट आफ इंग्लिश स्पूच कारेन लैंग्विजेंज द्वारा तैयार किये गये पाठ प्रसारित किये जायेंगे ।

क्रमांक : 6

विषय : रेडियो पत्रिका

संख्या : 3

रेडियो पत्रिका

विद्यार्थियों को लेखन के लिए प्रेरित करने के उद्देश्य से विद्यार्थियों की रचनाओं जैसे कविता, कहानी, निबन्ध तथा विशेष संकलनों पर आधारित रेडियो पत्रिका कार्यक्रम हर तिमाही में एक बार प्रसारित किया जायेगा ।

राष्ट्रगान का अभ्यास

विश्व कवि रबीन्द्रनाथ ठाकुर लिखित गीत "जनगण मन" हमारे राष्ट्रगान के रूप में 24 जनवरी 1950 को स्वीकृत किया गया । यह गीत सर्वप्रथम 1911 में, 27 दिसम्बर को कल्कत्ता में भारतीय राष्ट्रीय कांग्रेस के अधिवेशन में गाया गया था । राष्ट्रीय महत्त्व के अवसरों पर इस गीत का प्रथम षट्पांश ही गाया जाता है :-

जन गण मन अधिनायक जय हे

भारत माय विधाता

पंजाब सिंधु गुजरात मराठा

द्राविण उत्कल वग

बिन्ध्य हिमाचल यमुना गंगा

उत्कल जलधि तरंग

तब शुभ नामे जागे

तब शुभ आशिष मांगे

गाहे तब जय गाथा

जन गण मंगल दायक जय हे

भारत माय विधाता

जय हे - जय हे - जय हे

जय जय जय जय हे ।

स्वीधीनता दिवस तथा गणतन्त्र दिवस जैसे राष्ट्रीय पर्वों पर विद्यार्थी राष्ट्रगान शुद्ध रूप से गा सकें इस उद्देश्य से इन दोनों अवसरों के पहले राष्ट्रगान गाने का अभ्यास कराया जायगा ।