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# UNIT 11 EDUCATIONAL PROGRAMMES

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## 11.0 INTRODUCTION

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Every communication medium has three objectives: information, education and entertainment. The mix of these objectives varies widely in accordance with their ownership patterns and aims of communication. In the case of Public Service Broadcasting (PSB), there is always the predominance of the first two. Radio, particularly the commercial radio has been increasingly used for entertainment and information over a period of time. Some experiments in India and abroad have shown that radio can be used for education effectively. However, its full potential for educational purpose is yet to be exploited.

In this unit, we shall take a look at the nature of educational programmes, some experiments in using radio for education and how to plan and produce educational programmes in a systematic way.

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## 11.1 OBJECTIVES

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After a careful study of this unit, you will be able to:

- state the objectives of educational programmes;
- outline the different types of educational programmes; and
- describe the process of planning and production of educational programmes.

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## 11.2 NATURE OF EDUCATIONAL PROGRAMMES

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What makes a programme educational? In what ways is it different from the general programmes of information? You may say that programmes of information lead to knowledge and one can always learn something from them. **Lionel Fieldon**, the father of Indian broadcasting, chose mostly teachers and educationists for the senior positions in All India Radio as he had the conviction that people with educational background would invest the broadcasting service with an educational character.

Most radio programmes have elements of education or awareness generation as they can motivate people to learn new skills, accept new ideas and change attitudes. However, what distinguishes the general from educational programmes is that the former concentrate on arousing interest and providing information while the latter lay emphasis on instruction or learning.

If you switch on to an AIR radio station in the morning, the first transmission is likely to be an item such as 'Chintan' (Thought for the Day), 'Vigyan Charcha' (Science Discussion), 'Swasthya Charcha' (Health Discussion), which have elements of education. *Chintan* is a spoken-word programme which seeks to reinforce moral and spiritual education. *Vigyan Charcha* seeks to popularize scientific concepts and promote scientific temper. *Swasthya Charcha* is a health education programme. Consumer education is another area which receives primacy in spoken-word programming. These programmes explain the legislation, the constitution and functioning of consumer courts, case studies, etc. Programmes for different segments of specific audiences also contain items of functional literacy.

In broadcasting parlance, educational programmes are those which are specially designed for school and university students, teachers and adult learners. In this unit, we shall focus on educational programmes for these segments.

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## 11.3 TYPES OF EDUCATIONAL PROGRAMMES

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Educational programmes can be broadly classified as, core-curriculum based and enrichment type.

### 11.3.1 Core-Curriculum Based

Educational programmes which are curriculum-based focus on the classroom syllabus and deal with various aspects of a subject. Topics which lend themselves to audio medium are included in such programmes. Subjects like history and literature are well suited to teach through radio. Educational broadcasting, however, cannot be a substitute for all types of learning experiences.

Production of core-curriculum based programmes needs a lot of imaginative and creative thinking. An educational programme has certain learning outcomes which need to be achieved by the learner after listening. The producer takes care in the attainment of the stated objectives by involving teachers who teach a particular subject in schools in designing and scripting of programmes.

### 11.3.2 Enrichment Type

Enrichment type programmes are broad-based and provide a great deal of supplementary information. These programmes are designed to stimulate classroom discussion or to widen the range of reading interests. They are motivational in nature and try to broaden the horizons and whet the appetite for more knowledge. They can help in promoting the knowledge of a language.

Imparting of information in an interesting way could lead to education and this is popularly known as 'infotainment'. The light music, choral music and plays particularly the soap operas broadcast from radio stations are in the nature of educational programmes aimed at social change. Similarly, stations arrange special serials to provide scientific information in an interesting way. Prototype programmes are produced in Hindi and later replicated in different languages. The writer, producer and specialists from different agencies are involved in workshops that precede the production. Pre-testing of the programmes helps in the improvement of the scripts as well as production aspects.

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## 11.4 RADIO SUPPORT FOR EDUCATION : SOME EXPERIENCES

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Radio programmes have been used for both formal and non-formal education. When a radio programme is part of a well defined curriculum (i.e., as a part of a course of study) for which students are enrolled, their progress is monitored and evaluated and a certificate is awarded on successful completion of the courses, the approach is termed as formal education. Radio has been used to support formal as well as non-formal education in many countries around the world. In this section, we will examine some experiences of using radio for school students, adult literacy, university education and distance education.

### 11.4.1 School Students

In a country with schools in far flung areas, where there is only multi-grade teaching by one or two teachers, the importance of school broadcasts cannot be over-emphasised. These ensure access to quality education at all levels. In addition to reaching out to a large segment of students, these broadcasts help in capacity-building of the teachers by way of teaching correct pronunciation, appropriate content and proper methodology.

Tracing the history of school broadcasting in India, it is observed that even before AIR came into existence, there were occasional broadcasts for schools from Mumbai and Kolkata radio stations. Organised school broadcasting started in Kolkata in 1937 followed by Delhi, Chennai and other primary channel stations of AIR. The objectives were to supplement the school curriculum, to support the class teacher and to provide information to students in both urban and rural areas in an absorbing and interesting manner. Funds were allotted to schools to buy radio sets.

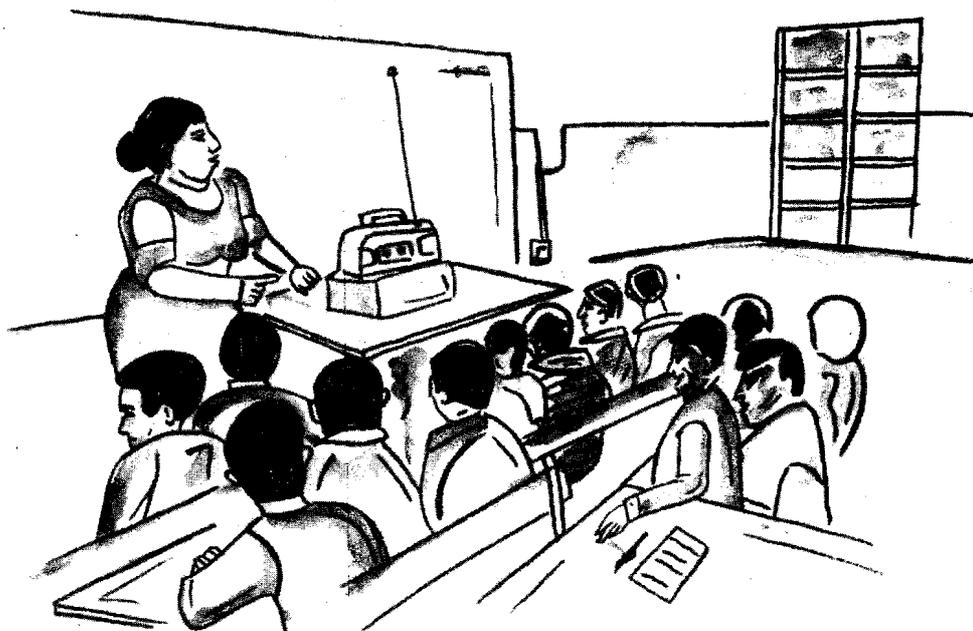
In the beginning, the programmes were not strictly governed by the curriculum. Over the decades, these have been made more curriculum oriented aimed at supplementing and supporting the efforts of school teachers. Each programme is of about 40 minutes duration with the frequency of broadcasts varying from state to state. The programmes have a short introduction and provision is made for follow-up discussion. These are planned by AIR in consultation with the state government education departments. The consultative panel for educational broadcasts comprises several educationists as members and the subject specialists committee comprises eminent school teachers. The broadcasts are organised from each state with the regional language as the medium of instruction.

Various agencies are engaged in planning their educational programme for the primary and the secondary level students. For example, the Central Institute of Educational Technology (CIET), a wing of NCERT and some other institutes in states regularly produce programmes for primary classes which are broadcast by different stations of AIR.

A project entitled the **Radio Pilot Project**, was started jointly by the department of Education (Government of Rajasthan), AIR Jaipur and the NCERT, Delhi. The aim of the project was to teach Hindi language to the primary school children. The radio programmes were planned as part of a package which included print materials and class room teacher support. The support services helped teachers in organising pre-and post broadcast activities. Studies conducted by AIR showed that the teachers who were given the responsibility to arrange listening unanimously accepted that the role of radio programmes in promoting the students' knowledge of Hindi was significant.

In District Primary Education Programme, (DPEP) pilot project entitled, **The Radio Project, Vizag**, radio was used to cover 15,250 primary schools in the year 2002. It was aimed at 3,80,000 students of class III in Vishakhapatnam and Vijayawada for teaching of Telugu, Mathematics and Environmental studies. The continuous evaluation of the radio programmes and the positive feedback received led to the extension of the programme for classes IV and V covering six other districts of West Godavari, Krishna, Guntur, Prakasam, Nellore and Khammam.

Radio was used in two educationally backward districts, Gulbarga and Raichur in **Karnataka Radio Project** of DPEP, during 2000-2001. The objective was to reach out to around 4000 schools falling under 15 blocks of these two districts. The main focus was to teach Kannada, Mathematics and Environmental Science. An evaluation of the project revealed that the achievement of the students of radio schools was significant than the students of non-radio schools. Teachers also found the lessons useful in terms of content enrichment and in teaching the concepts.



**Students listening to educational programme**

School broadcasting is, however, faced with serious constraints. The utilisation of the service is limited in several states. Lack of involvement of school authorities and disinterest among teachers along with non-availability of radio sets in schools account for low utilization. Integration of broadcasts with the classroom schedule is beset with difficulties. There are several sections in the same class/standard where different subjects are taught and to work out a time-table by which the same subject is taught in all the sections of the same class/standard is found difficult.

To remove some of the constraints various steps have been envisaged. The Government of India, under a centrally sponsored scheme, has made available funds for provision of radio-cum-cassettes-recorders (RCCPs) to a large number of schools. The broadcasts can be recorded on the cassette and the teachers can playback the cassette in such a way that it synchronises with his/her own plan of classroom teaching. The same cassette can be used for the different sections thus enabling the teacher to be in-tune with the 'radio teacher'.

Earlier, radio stations used to have specialists with pedagogic background to undertake production of school broadcast lessons. With the large scale expansion of the radio network, specialisation very often gets affected. There is increasing realisation that those who participate in the programme must be trained and experienced 'model' teachers. There are several specialised institutions in the country such as Central Institute of English & Foreign Languages (CIEFL) which prepare lessons for students of different grades taking into account the text books prescribed. These lessons which are included in school broadcasts help students and teachers alike.

For the success of educational broadcasts it is imperative that these are integrated with the syllabus. The broadcasts should be accompanied by workbooks for students and guides and schedules for teachers indicating what is to be done before, during and after the broadcast. Availability of radio sets is a primary condition for their utilisation. Teachers should be trained to optimally use educational broadcasts in their teaching strategy.

In educational programmes considerable emphasis is placed on pedagogical aspects. A year long teacher-training is imparted to fresh graduates who take up the profession of teaching. There is provision for retraining teachers for skill up-gradation but it is not enough to meet the training needs of the large number of teachers. To meet this shortfall, CIET and the State Institutes of Educational Technology (SIETs) devise and produce special programmes for the development of the teaching skills keeping in view pedagogy and other requirements. The SIETs also prepare specially designed programmes for teachers in Hindi and regional languages. These programmes are broadcast on a fixed schedule convenient to the teachers and they have been found useful by the teachers.

Radio was used for capacity building and training of primary school teachers in a project entitled **Gyan Kalash** launched by the Distance Education Programme, District Primary Education Programme, (DEP-DPEP), IGNOU. The aim of the project was to train the primary school teachers in Himachal Pradesh without disturbing their daily classroom schedule. Five phases of the programme spread over a period of two years were completed in July 2002. The programmes covered thematic as well as contextual issues like the School readiness, Integrated teachers training, Teaching of environment science and Teaching of Hindi Language. An impact study found a sharp increase in listenership from 1500 teachers to 7500 teachers over a period of time. The programmes were also found popular among children, parents, government functionaries and community at large. The project was found sustainable to be replicated at other districts and schools.

#### **11.4.2 Adult Learners**

At present a number of radio stations broadcast Adult Education programmes for the rural audience where the rate of literacy has been very low. There are still many adults who could not obtain education in their childhood. The Government launched the Adult Literacy Programme on October 2, 1979. Departments of Adult Literacy were set up in the various States and their Directorates prepared a syllabus type structure for adult education in the regional languages. Subsequently, the Government started the Adult Literacy Mission and programmes were designed to meet the requirements of the Mission's objectives and methodology. The programmes were tuned to the programme schedule of the Adult Literacy Centres. Adult Literacy Programming lays emphasis in imparting functional literacy in simple home-spun language using the local idiom to facilitate reading and writing. Adult literacy, however, is an ongoing process and not an one-time effort. The broadcaster has to work in tandem with those who work in the field to bring about attitudinal changes.

#### **11.4.3 University Students**

To expand higher education far and wide among different strata of society, radio programmes on subjects of academic interest are broadcast. The responsibility for planning the courses rests with the academies while broadcasting is arranged through radio stations in consultations with the Universities. Radio Stations also arrange programmes for University students which form part of the youth programmes. These are mainly enrichment type programmes including special talks by eminent professors and specialists on subjects connected with University courses. Poetry recitation, enactment of scenes from prescribed texts, quiz programmes are also included.

In every university, there are academics who are renowned for teaching specific subjects. The radio station endeavors to arrange broadcasts by these eminent academics. These are particularly of help to students studying in colleges in remote areas. Thus radio makes limited subject expertise available to many students.

Broadcast support is also provided for the Delhi University, Madurai Kamaraj University, Punjab University and Punjabi University courses. In these broadcasts, the schedule of lessons and scripts are prepared by the Universities keeping in view the curriculum requirements and AIR extends recording and broadcast facilities.

#### **11.4.4 Distance Education**

During the last two decades, a number of Universities have started distance education courses in various subjects. You may be aware that the basic difference between the correspondence courses and distance education is that the former rely only on the printed material, whereas in distance education, a variety of media components are utilised to supplement/complement the printed course material. It would be useful to examine how Indira Gandhi National Open University (IGNOU), a premier institution in distance education is using these components.

## IGNOU Experience

IGNOU's learning packages encompass a wide spectrum of technologies from print to audio and video programmes, broadcasting, teleconferencing, CD ROMs and the Internet. The Electronic Media Production Centre (EMPC), which was established in collaboration with Japan International Cooperation Agency (JICA), Government of Japan, is entrusted with the task of production of the audio-video materials. This centre is equipped with state-of-the-art production facilities which are also being shared with other educational institutions. Audio being a relatively simple medium is especially useful in the context of distance learning. The IGNOU uses a variety of audio technologies to reach out to the distant learners, some of these are, audio cassettes, broadcasting, Interactive radio counselling and Gyan Vani network.

### Audio Cassettes

Audio cassettes have been found a convenient and effective mode of learning. These are relatively inexpensive and can be purchased by the learners. These cassettes are made available to the students at the study centres where students listen to them in groups and in the presence of an academic counsellor. Pre and post-listening activities are also undertaken. One of the advantage of group listening is that students can discuss the content of programmes with counselor and fellow students and learn from the peer group interaction. These programmes are used to supplement the printed course material and efforts are being made to integrate them with the learning package.

In order to reach out to the disadvantaged sections of society, the University has also produced audio tapes for the visually challenged in which the print material has been transformed into the audio format. This has made the audio as self sufficient for the independent use of the visually impaired. Such audio transformations have been found useful in the courses in which the literacy level of the target groups is generally low. In a few cases, the audio lessons are designed in audio-vision formats so that related visual content can be drawn from the printed material while listening to the audio tape.

### Broadcasting

In addition to audio cassettes, radio broadcasting is an equally popular means of serving the students. IGNOU has been using the radio medium for its educational broadcasts from select stations of All India Radio. AIR Hyderabad broadcasts programmes for 30 minute duration every Tuesday, Thursday and Saturday from 6.00 to 6.30 am. and AIR Mumbai broadcasts for the same duration every Thursday and Saturday from 7.15-7.45 am.

### Interactive Radio-Counselling

Even while audio components were being used in broadcast mode for quite some time, several studies revealed that broadcasting being a one-way medium limits their use in the educational context. Live phone-in programmes through radio can overcome this limitation to a large extent. With this end in view, the university initiated live radio counselling sessions through various stations of AIR and the response has been found quite encouraging. Radio Counselling is being provided for one hour from 186 Radio Stations of AIR every Sunday. This includes two Sundays on the National hook-up. Toll-free telephone facility is available from 80 cities enabling the learners to interact freely with experts and seek clarification on the telephone. The studio signals from EMPC are transported through microwave link to AIR for live broadcast.



Expert answering students' queries during radio counselling

In view of the expertise in using audio for education, the university has been given a radio cooperative known as Gyan Vani dedicated to education and development. A network of 40 FM radio stations have been commissioned which are being implemented by the EMPC. Gyan Vani stations at Allahabad, Coimbatore, Bangalore, Mumbai, Lucknow, Vishakhapatnam and Bhopal have already been established and the process of setting up stations in the remaining places is in progress. These stations undertake considerable quantum of educational programmes in the regional languages. They are supplemented by programmes contributed by specialised agencies in the public, private and NGO sector.

The focus of this unit is educational audio programmes. However, it will be useful to take a brief look at some recent developments in using educational television and convergence of technology.

### **Gyan Darshan Educational Channel**

Gyan Darshan the exclusive Educational TV Channel of India was launched with EMPC, IGNOU as the nodal agency in January 2000. This channel is providing educational programmes on a variety of subjects for 24 hours a day. The programming fare constitutes 23 hours of indigenous programmes sourced from partner institutions and one hour of foreign programmes. A transmission of 12 hour each for curriculum-based and enrichment programmes is being made. Apart from IGNOU, programmes produced by CIET, National Open School, Indian Institute of Technology, Consortium of Educational Communication UGC, TTTI among others are also broadcast. The Earth Station for Gyan Darshan was set up for the purpose. Microwave links were established between EMPC-Doordarshan, EMPC-NCERT and EMPC-IIT to facilitate "live" relay of source programmes directly from NCERT and IIT Delhi. To meet the needs of students of quake hit parts of Gujarat, special arrangements were made to telecast live tutorials for 3-5 hours a day.

Two more channels are available in the bouquet of Gyan Darshan. **Gyan Darshan-2** is an interactive channel aimed at providing live teleconferencing and telecounselling sessions for learners. **Gyan Darshan-3** or **Eklavya Technology Channel**, an IIT-IGNOU initiative is targeted at about 3.5 lakh students enrolled in 1200 engineering colleges across the country. Provision also exists for starting channels dedicated to agriculture, vocational and school education in the future.

### **Convergence of Technology**

The increasing convergence between communication and computer technologies and the spread of computer networks led to an experiment in collaboration with the World Space. It was aimed to test the feasibility of using digital satellite broadcasting for cost effective transmission of courseware. The project demonstrated that FM radio transmitters and satellite radio transponders can be used successfully to transmit downlink and download multimedia courseware.

In another experiment, VSNL, Doordarshan and IGNOU organized a special two-way video conferencing with WIPO, Geneva on the topic of Intellectual Property Rights (IPR). A combination of technologies, viz., satellite communication, broadband microwave links and narrow-band ISDN links were used for live interactivity among distant places. The programme was specially significant because of the unique convergence of technologies experimented in the context of distance education.

2) What steps could be taken to facilitate the utilisation of educational programmes?

3) How do educational programmes help the teachers?

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## 11.5 PLANNING AND PRODUCTION OF EDUCATIONAL PROGRAMMES

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Production of instructional material requires specific aptitude and demands on the producer. S/he takes great care that the objectives are realised in the programme. In an educational radio programme, it is imperative to follow 'I am going to say it, say it. I have said it' approach. In other words, the producer after thoughtful consideration decides on what to say or communicate, does it with clarity and ensures that it is properly communicated.

Development of software for educational programmes calls for sustained planning. The production process involves various stages, these are media selection, preparation of academic note, developing programme brief and script development. Let us take a close look at these stages.

### 11.5.1 Media Selection

The first step is to decide what should be taught through media. The subjects which require a detailed analysis are included in the print. Those requiring visual support are better suited for television. Topics which lend themselves for the aural medium are selected for radio. With limited time available, only selective areas which can be projected through the aural medium are identified. Then a team consisting of subject specialists, script writers, producers and researchers works closely together, plans and develops programmes.

### 11.5.2 Preparation of Academic Note

Having completed the media selection and decided on the topics to be covered through radio, the next step of programme production is writing of academic note. It is prepared by the subject expert/ teacher focussing on the themes, issues etc. to be included in the programme. The expert also indicates the learning outcomes in terms of sharpening of skills, widening the information base and developing positive attitudes through the programme. The academic note is usually half a page to three-fourth of a page in length.

### 11.5.3 Programme Brief Development

Based on the information provided in the academic note, the programme brief is developed by the producer in consultation with the academic. The programme brief has a working title, objectives of the programme, outline of the context, format and styles. It also contains details about the target audience-urban or rural, educational level, age group and so on.

In the programme brief, the objectives of the programme are well defined to give it a sharp focus. Teaching points, however, should not be kept too many and the script should confine itself to two or three main ideas. Overloading of information is not desirable as studies have revealed that students can assimilate a limited amount of information at a time from audio media.

At this stage, the format, style of presentation and overall treatment of the programme is carefully considered. In addition to talks, discussion and interviews, feature is a popular format for educational programme as it combines music, sound effects, interviews, narration, drama, etc and gives greater rein to the creativity of the producer. Some other formats, namely, case-study, documentary, docu-drama, etc. are also being increasingly used in educational programmes.

A Programme Brief used for audio programme production in IGNOU is appended at the end of the unit to give you an idea about its contents. Educational institutions engaged in audio production follow their own formats and approaches.

### 11.5.4 Script Development

We now move on to the next step i.e., script development. Script writing is a highly creative activity. It involves skill in shaping the material and in turn ensuring impact. Extensive research is required by consulting various books, discussing with experts and even going to the locations if the script requires interviews or location sound effects. Carefully researched material is sifted and the relevant material is shaped into a script which is written and rewritten.



Producer discussing script with an expert

In an educational programme, the accuracy of content is of paramount value. Care is taken to weed out factual errors or misinformation, and biases, if any. Ideally, the script should be vetted by an expert in that area. Writing for radio is to be read aloud, hence sentences written for the print medium will not sound right. The writing should have a conversational ring. To meet the need of using proper synonyms and to draw from a wide range of vocabulary, the writer should cultivate the habit of using dictionaries. The best writers do their work many times before they feel it is good enough. A famous writer once said 'Great writers do not write. They rewrite'. If you are satisfied with your first draft itself, it means you have not been able to judge yourself correctly. A good script requires at least two to three drafts, or even more.

### 11.5.5 Programme Structure

Structure of the programme is crucial to learning. We should carefully examine the structuring of the content of the programme, whether the start is interesting and will be able to hook the students. One may not necessarily follow the traditional beginning, middle and end as one can start from the middle, go to the beginning and then to the end. However clarity in presentation and proper sequencing of the content has to be ensured. This implies starting with the known to unknown, from simple to complex and from concrete to abstract. The existing level of knowledge of the learner must be taken into account before moving on to the difficult concepts.

In addition to the sequencing of the content, we also have to see how to make linkages, how and where to reinforce. Reinforcement is very essential in an educational programme. Once the transmission of a programme starts, it stops only when the programme is over, therefore, we should recapitulate the salient points from time to time. The programme also should have a certain pace and rhythm, at the same time, it should enable the students to absorb the information.

An educational programme should not be dull and boring, it should be interesting enough to draw and hold the attention of the listener. The element of humour can be used in an educational programme if it complements the content. Forced and hackneyed humour, should be avoided.

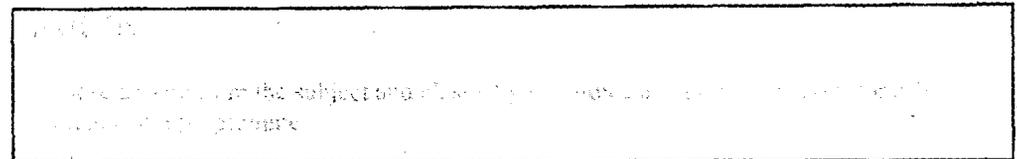
## Specific Audience Programmes

Teachers involved in the process of developing radio syllabus generally have little formal exposure to the electronic media production process. They need to be explained and guided into production requirements. They need to be oriented in the difference between the written and spoken speech to develop the skill of writing spoken, natural speech. Experience has revealed that scripts developed by teachers with the help of producers have resulted in more effective programming than those developed by professional script-writers.

A producer for educational programmes should have a sense of drama, be able to appreciate music and have a sense of rhythm. A producer who is exposed to various production formats and presentation styles, can properly guide teachers, script writers and presenters. Thus, they need to understand as well as appreciate each others' roles. The academic needs to understand the media requirements, and the producer should appreciate the academic inputs required for the programme. A proper teamwork is crucial for the success of an educational programme.

### Production of Educational Programmes

The process of production of an educational programme is directly related to the format chosen. For example, if an educational programme is in the nature of magazine programmes; the production process will be akin to that of a magazine as detailed in Unit 7 of this course. Similarly if Feature format is selected than you will have to follow the guidelines given in Unit 6. Whatever format you choose, enough care needs to be taken that the content selected is accurate and relevant for the target group, learning points are given due emphasis in the programme and the stated objectives are met.



The process of production of an educational programme is directly related to the format chosen. For example, if an educational programme is in the nature of magazine programmes; the production process will be akin to that of a magazine as detailed in Unit 7 of this course. Similarly if Feature format is selected than you will have to follow the guidelines given in Unit 6. Whatever format you choose, enough care needs to be taken that the content selected is accurate and relevant for the target group, learning points are given due emphasis in the programme and the stated objectives are met.

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## 11.6 LET US SUM UP

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In this unit, we discussed the nature and types of educational programmes. Educational programmes are of two types – core-curriculum based and enrichment type. While the former are based on specific syllabus and aim to instruct, the latter are primarily information oriented. Predominance of educational items in spoken-word broadcast and the development of educational projects was highlighted.

While discussing the planning and production of educational programme, it was observed that subject and topic selection for radio programmes should be made with care. The format and treatment to the subject should be in tune with the objectives of the programme. The content load should be neither too high or low. The learning points should not be too many so that the student is able to assimilate the information shared. The presentation should facilitate the learning of teaching points and the use of spoken-words instead of bookish language were emphasized. A proper team work contributes to the overall effectiveness of an educational programme.

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## 11.7 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

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### Check Your Progress: 1

- 1) An educational programme is different from a regular programme primarily in terms of attainment of the stated objectives. Each programme has certain learning outcomes which need to be achieved by the learner after listening. The primary aim of the general programmes is to inform and motivate while that of educational programmes is to 'instruct'. The former concentrates more on arousing interest and providing information, whereas the latter more on curriculum-content.
- 2) For the success of educational broadcasts it is imperative that these are integrated with the syllabus. The broadcasts should be accompanied by workbooks for students and guides and schedules for teachers indicating what is to be done before, during and after the broadcast. Availability of radio sets is a primary condition for their utilisation. Teachers should be trained to optimally use educational programmes in their teaching strategy.
- 3) Educational programmes indicate to the teachers how to teach a particular concept in the classroom. They help in capacity building of the teachers by way of teaching correct pronunciation, appropriate content and methodology etc. They provide a role model for teachers and improve their teaching strategies.

### Check Your Progress: 2

- 1) Academics in consultation with the producer identify topic of the programme and select the format to be adopted. They prepare the academic note, identify the teaching points to be covered, undertake research and select the content to be presented. They either develop the script themselves or assist the script-writer in doing so and give their inputs in various stages of programme production.
- 2) Reinforcement is a crucial element in an educational programme as an educational broadcast stops only when the programme is over, thus allowing no time for the learner to go back to what has been shared. Reinforcement or repetition enables the learner to recapitulate the learning points from time to time and thus absorb the information.
- 3) While planning the content of a programme, care should be taken that the content load is neither too high or low. It is accurate, relevant and updated. The content should be properly sequenced which implies starting with the known to unknown, from simple to complex and from concrete to abstract. The students should be able to comprehend and assimilate the information imparted.

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
ELECTRONIC MEDIA PRODUCTION CENTRE**

**PROFORMA FOR PROGRAMME BRIEFS : RADIO**

1. **Area** : *Life Sciences*                      2. **Series Title** : *B.Sc. Series (Botany)*
3. **Target Audience:** *Students of B.Sc.*                      4. **Age Group** : *18 years and above*
5. **Programme/  
Course Code** : *B.Sc.  
LSE-5 (Block-1)*                      6. **Programme  
Title** : *Human Beings  
are Guests of Plants*
7. **Programme  
Duration** : *15-20 minutes*                      8. **Language** : *Hindi and English*

9. **Specific Objectives :**

*After listening this programme, the students should be able to:*

- *discuss the role of various nutrients in living organisms; and*
- *explain how plants fulfil the requirement of nutrition through soil, water, photosynthesis and nitrogen fixation.*

10. **Content Outline :**

1. *Plants also need nutrition for their healthy growth and well being like man and animals. While man and animals are mobile and can gather food from wherever available, plants are stationary and manufacture their own food from simple inorganic nutrients, relying mostly on what they get from their immediate environment.*
2. *The large molecules present in various life forms, ranging from bacteria to plants as well as human beings are proteins, nucleic acids, lipids and carbohydrates.*
3. *The food chain among organism exist because of the uniformity in the utilisation of elements and compounds by all organisms.*
4. *The cells are the fundamental units of multi-cellular organisms and the basic building blocks of the cells are same. The elements that make these building blocks are almost same in all organisms.*

11. **Resource Persons** : *Subjects experts from Botany and Life Sciences*

12. **Format** : *Feature*

13. **Treatment** : *Illustrated, interactive feature undertaking a learner-centered approach*

14. **Special Notes**

a) **Music** : *Natural environmental music*

b) **Sound Effects** : *Effects highlighting the natural ambience, such as birds chirping, water flowing in stream, wind blowing and so on.*