UNIT 5: COMMUNITY RADIO AND EDUCATIONAL RADIO

UNIT STRUCTURE

1. **Learning Objectives**
2. **Introduction**
3. **Community Radio**
4. **Educational Radio**
5. **Let us sum up**
6. **Further readings**
7. **Answers to check your progress**
8. **Possible Questions**

1. Learning Objectives

After going through this unit you should be able to:

- Explain the concept of Community radio
- Describe Educational radio
- Discuss the role of Community radio and educational radio in our country

2. Introduction

Radio as a medium continues to be an underutilised medium. .It has a much broader spectrum and scope. The improved broadcasting quality and new technological developments in fields such as digital and satellite radio have made radio a resurgent medium, extremely useful in the fields of community development and distance education. Affordability, portability, and access indoors and outdoors give radio a clear edge over other media. Further radio is increasingly becoming a more dynamic medium, as it is integrated into other new technologies such as television, mobile telephones, and the Internet

Being a popular medium and by virtue of its wide reach, accessibility, immediacy and above all its cost-effectiveness, radio has proved its potential as a tool for community development . It has an enormous potential as a medium for education.

In the current unit, we will discuss this very role of the radio. Community radio and educational radio are relatively new concepts and so let us begin by discussing about the basic concepts of community radio and educational radio.

.. 5.3 What is Community Radio?

Community radio (CR) is a basic communication medium to reach the people at grassroots level. It is an active, participatory and effective communication vehicle to identify and prioritise development needs at local level and to facilitate such development through exposure, pressure, discussion and debate. This type of radio is owned and controlled by the community and is operated for the total benefit of the community.

It is liberating communication and providing people a platform. Community radio transforms the otherwise elite medium of the cities into a commoners' tool of communication in rural areas.

AMARC, the World Association of Community Broadcasters, describes community radio as follows:

"When radio fosters the participation of citizens and defends their interests; when it reflects the tastes of the majority and makes good humour and hope its main purpose; when it truly informs; when it helps resolve the thousand and one problems of daily life; when all ideas are debated in its programs and all opinions are respected; when cultural diversity is stimulated over commercial homogeneity; when women are main players in communication and not simply a pretty voice or a publicity gimmick; when no type of dictatorship is tolerated, not even the musical dictatorship of the big recording studios; when everyone's words fly without discrimination or censorship, that is community radio."

These definitions are by no means exhaustive. In many situations, even where there is an established CR community the definition will vary. The key point to remember is that CR is always for the people it is supposed to serve. The managers of CR may not be a part of the community they are broadcasting to but they should always be committed to and aware of the needs of the community.

India is perhaps the only country in South Asia to have a very well defined CR policy. The Ministry of Information and Broadcasting of India expects that thousands of community radio stations will sprung up in the country under the new enabling community radio policy announced by the central Government recently.

The community in community radio can be any group interested in any aspect of community development. This may be people living in a particular area having certain interests. (Examples include: transmitting to a village and all its members (geographical) or a station that serves a part of that community e.g. farmers/fishermen, textile workers etc). And the programme format will depend on the kind of community it aims at. There are possibilities of innovative and entertainment content.

Community radio is characterized by, amongst other things, an active community participation in all the structures of its organisation. The community that the station is set to be serving has the right to decide on the policy matters affecting the radio station. The community is to be involved in the developing and designing of the programmes and /or be invited to the open forum meetings whereby issues of the station are being discussed.

As community radio stations depend on volunteers, it is important to recruit from the actual target community, because no other person has a better understanding of the issues in that community than the people who live there. Great efforts need be put into empowering the local people to run the station. It may be difficult to obtain participation and enthusiasm at the very early stages of the project preparations, but it is important to involve as many groups and individuals as possible from the start.

(a) STRUCTURE :

The CR organisation usually has a democratic set up, in which the community becomes actively involved in the election of the board of trustees etc. The role of each and every person in the station has to be clearly defined and laid out in order to avoid a situation where there are some people who feel that they have more power than others. The role of the highest decision making body is also to be outlined, the role of the volunteers must be outlined and if the station employs any person, that person's job description must be thoroughly worked out. All these processes must be done in a very transparent and democratic manner.

(b)AIM

The ultimate aim of a CR station is to produce high quality programmes for the community concerned . These programmes ought to be relevant to the particular target group being broadcast to. People would listen to CR because it provides them with the kind of programming that they are interested in. If a community radio station has poor quality of programming people will either switch off or tune in to another radio station, which will most likely appeal to them.

Participation by members of the community should not be limited to governing the radio station. As much of practical work as possible should be carried out by volunteers. This requires training, which does not have to take more than a few weeks to teach a committed activist to use the radio media. In-house workshops could be organized with more established radio journalists, managers, technicians and others who have a keen interest in the development of the station.

Starting a CR is usually a costly exercise. It requires establishment of studio facilities and purchase of equipment that involves some expenditure, even if low cost solutions are chosen. The running cost of the station is not exorbitant, but it needs some financial management to cover expenses for electricity, tapes, transport, maintenance and replacement of equipment after some time.

To cover these costs calls for income of some sort. In a community radio station there is a variety of possible income generating activities that the station can take up. These include commercial advertising, membership or subscription fees, and donations from funding bodies and sponsorship of programmes by NGO's or even government bodies. Other sources of fundraising can be in-house generated activities such as providing content to other stations or just general production facilities, hiring etc.

COMMUNITY RADIO SCENARIO IN INDIA

In India, there has been a sustained campaign, since the last decade to give the Community Radio a legal status . In 1995 the Supreme Court of India declared airwaves as public property and this ruling came as an inspiration to groups across the country ;but till now only educational (campus) radio stations have been allowed, under somewhat stringent conditions. Very recently the Ministry of Information and broadcasting has agreed to set up a community radio stations in various parts of the North EAST . But the process of setting up a community radio is cumbersome ,consequently only a few are willing to set up a community Radio . It was in December 2002 that the Government of India approved a policy to grant licenses for setting up of Community Radio Stations in the reputed educational institutes including the IITs/IIMs. On 16 November 2006, the government of India notified a new Community Radio Policy permitting the NGOs and other civil society organizations to own and operate community radio stations and about 6,000 community radio licenses are on offer across India. Under the new policy, any not-for-profit 'legal entity' - except individuals, political parties and their affiliates, criminal and banned organizations - can apply for a CR license. Central funding is not available for such stations, and there are stringent restrictions on fundraising from other sources. Only organisations that are registered for a minimum of three years old

and with a 'proven' track record of local community service can apply. License conditions implicitly favour well-funded stations as against the inexpensive low power operations. Some like the Mana Radio in Andhra and Raghav FM in Bihar ran successfully on shoe-string budgets before the imposition of any community radio policy.

The licence entitles them to operate a 100 watt (ERP) radio station, with a coverage area of approximately 12 kilometres radius. A maximum antenna height of 30 meters is allowed. Community radio stations are to produce at least 50% of their programmes locally, as far as possible in the local language or dialect. The stress is on developmental programming, but there is no explicit ban on entertainment. There can be no news programmes on community radio in India, as also on commercial FM radio. 5 minutes of advertising per hour is allowed. Sponsored programs are not allowed except when the program is sponsored by the Government at the Centre or State.

Activists and community workers from across the country have banded together under the aegis of an informal 'Community Radio Forum' in order to coordinate training and support for community radio stations, as well as to continue to petition for a more proactive community radio policy. In the meantime, mobile telephone operators have begun to offer commercial broadcast services over GSM, evading completely government restrictions built around traditional concepts of broadcasting technology.The detailed policy guidelines in this regard are given below.

1. Basic Principles

An organization in order to of operate a Community Radio Station (CRS) must be able to satisfy and adhere to the following principles:

a. It should be explicitly constituted as a ‘non-profit’ organization with a proven record of at least three years of service to the local community.
b. The CRS to be operated by it should be designed to serve a specific well-defined local community.
c. It should have an ownership and management structure that is reflective of the community that the CRS seeks to serve.
d. Programmes for broadcast should be relevant to the educational, developmental, social and cultural needs of the community.
e. It should be a Legal Entity i.e. it should be registered as a society

Eligibility Criteria

The following types of organizations shall be eligible to apply for Community Radio licences:

a. Community based organizations, such as civil society and voluntary organizations, State Agriculture Universities, ICAR institutions, Krishi Vigyan Kendras, Registered Societies and Autonomous Bodies and Public Trusts registered under Societies Act or any other such act relevant for the purpose. Registration at the time of application should at least be three years old.
b. Educational institutions

The following shall not be eligible to run CRS:

a. Individuals
b. Political parties and their affiliated organizations; (including students, women's trade unions and such other wings affiliated to these parties)
c. Organizations operating with a motive to earn profit.
d. Organizations expressly banned by the Union and State Governments

The application needs to be cleared by a multiple number of Ministries before it gets Letter of Consent. The programmes are to be governed by the AIR Code. All stations need to retain the broadcast materials for three months from the date of broadcast. No CRS is allowed to broadcast any programmes related to news and current affairs and are political in nature. CRSs can broadcast only limited advertising and announcement relating to local events, local business and services and employment opportunities. The maximum duration for such advertising will have to be restricted to five minutes per hour of broadcast.

The scenario of the Community Radio is not that encouraging in India. Not many CRS has come up. In the North East the scene is even bleaker. Here it is hard to define a community. For example in the hill states, communities are small and scattered. The terrain too is not conducive and the hills create obstacles in the transmission process.

5.4 Educational Radio

As we have already discussed, Radio by being the cheapest and the most easily accessible of all mass media, has special advantages for a developing country like India where its potential audience is very large in comparison to the audiences of other media. Its advantages are that it caters to the people of all age groups and maturity levels ranging from a primary school child to an old man . It is popular because of the cost factor and its wide-ranging appeal and also because it is so easy to handle Its use in education because of its versatility, is particularly significant as it provides learners with new joys of learning, and can develop their command over vocabulary, promote their concentration and critical listening, and improve fluency and confidence in speech and discussion. The CR can be used for both formal and non-formal education. Its broadcasts can be designed to supplement or enrich the formal school subjects, to clarify a concept, or to give additional views, on a theme and to provide further illustrations and case studies related to an issue. Broadcasts under non-formal education may comprise programmes such as children's programmes, women's programmes, adult education programmes, rural development programmes and social action programmes etc.

The educational role of radio - its ability to bridge the literacy gap was seen early enough. All AIR programmes - whether for the general listener, or for specific groups like farmers, women, children, students, teachers, or industrial workers are essentially educative in the widest sense, but there are some programmes planned with a specific educational objective. School Broadcasts under this category were started from Calcutta in November 1937, (bi-weekly of 30 minutes), in response to the interest shown by the Calcutta University and the Department of Education of Bengal. Similar interests were shown by other educationists whose views were sought by then Controller Lionel Fielden. All radio stations in those days were instructed by him to draw up school programmes in consultation with educational authorities in the provinces. Regular school broadcasts began in October 1938 from Bombay, Calcutta, Delhi and Madras.

The development of educational radio can be seen from two aspects :

i. the establishment of the broadcast network and
ii. the preparation and production of specific educational programmes.

In the broadcast network the AIR has achieved great success by reaching as much as 90% of the population of this large country and thereby becoming one of the largest networks of the world.

The development of educational radio is concerned, with both formal and non-formal education. By making school broadcasts more curriculum specific and by making university broadcasts supplement the correspondence education the educational radio has served a more purposeful and specific role .

The broadcast programmes on non-formal education of the AIR have been particularly recorded successful in the areas of agriculture and rural development.

5.4.1 EDUCATIONAL RADIO IN INDIA: GROWTH AND DEVELOPMENT

The growth of educational radio in India can be described as follows:

1. School Broadcast Project

This project was commissioned in 1937 and the target group was School students. This programme started from Delhi, Calcutta, Madras and Bombay. In the beginning the school programme were not strictly governed by the curriculum. With the passages of time and acquisitions of more experience, the AIR tried to make its radio broadcasts more curriculum oriented, but in absence of common syllabi and time tables in schools, even within the same state, it could not succeed in it's aim.

2. Adult education and community development project (Radio Forum)

Commenced in 1956, the Villagers of 144 villages in the vicinity of Poona (in Maharastra state), were the main beneficiaries of this project. This was agriculture-based project, which was originally designed and tried out in Canada. With the help of UNESCO, it was tried in 144 villages of Poona and was named as ' Radio forums Project' (defined as a listening cum-discussion-cum-action group). The members of the forum could listen thirty-minute radio programme on some agricultural or community - development programme, then discuss and decide regarding it's adoption in their own village. This project was a great success. Many action programmes were planned and put into practice.

3. Farm and Home Broadcast Project

This project was commenced in 1966 and again targeted at Farmers and villagers. These broadcasts were designed to provide information and advice on agricultural and allied topics. The aim was to educate the farmers and provide them assistance in adopting innovative practices in their fields as per the local relevance. The experts also conducted occasional farm radio schools, which proved to be very effective.

4. University Broadcast Project

This project for University students was initiated in 1965, with an aim to expand higher education as widely as possible among the different strata of society. The Programme consisted of two types- 'General' & 'enrichment'. The general programmes included topics of public interest and enrichment programmes supported correspondence education offered by universities in their respective jurisdictions. School of Correspondence studies, University of Delhi and the Central Institute of English and Foreign Languages, Hyderabad is well known for preparation and broadcast of their programmes through AIR.

5. Language Learning Programme

The project, popularly known as 'Radio Pilot project' was started in 1979-80 jointly by AIR and Department of Education Government of Rajasthan, with an aim to teach Hindi to School going children as first language in 500 primary schools of Jaipur & Ajmer districts on experimental basis. The project was found useful in improving the vocabulary of children.

With its success, similar project was repeated in Hoshangabad district of Madhya Pradesh with some modifications but had limited success.

6. IGNOU-AIR Broadcast

In collaboration with IGNOU, AIR stations of Mumbai, Hyderabad and Shillong started radio broadcasts of IGNOU Programmes from January 1992. Main target group of this project were students of Open / Conventional Universities. Although Shillong started this but discontinued later on. Therefore presently it is being broadcast from AIR Mumbai (Every Thursday and Saturday from 7:15AM-7:45AM) and AIR Hyderabad (Every Tuesday, Thursday & Saturday from 6:00 AM - 6:30 AM) only. This programme is still popular in the respective region.

7. IGNOU-AIR Interactive Radio Counselling (IRC)

Started in 1998 for students of Open / Conventional Universities, this project is also very successful. In order to bridge the gap between Institutions and learners by instantly responding to their queries and also to provide Academic Counselling in subject area, IGNOU in collaboration with AIR Bhopal started this project in May 1998 as an experimental programme for one year (Sharma, 2002a). With the success of the experiment, it was extended to 8 other AIR stations (Lucknow, Patna, Jaipur, Shimla, Rohtak, Jalandhra, Delhi and Jammu). Presently Interactive Radio counseling is being provided on every Sunday for one hour (4:00 PM - 5:00 PM) from 186 radio stations of All India Radio. This includes two Sundays on the National hook-up. Toll-free telephone facility is available from 80 cities (effective from February 2001) enabling the learners to interact with experts and seek clarification, without paying for their telephone calls. The first and third Sundays of the month, AIR stations of Delhi (Hindi) and Kolkata (in English) broadcast from national hook-up, which 186 radio stations relay either of them. The 2nd and 4th Sunday are slotted for programmes of various regional centers of IGNOU and State Open universities respectively. The slot of 5th Sunday (if any) has also been given to region-based programmes of IGNOU. This programme is gaining popularity day by day.

8. Gyan-Vani (Educational FM Radio Channel of India)

This project is recently launched (in year 2001) and again the target group is students of Open / Conventional Universities. Gyan Vani (Gyan = Knowledge, Vani = aerial broadcasting) is Educational FM Radio Channel of India, a unique decentralised concept of extending mass media for education and empowerment, suited to the educational needs of the local community (Sharma, 2002b). It is operating presently through Allahabad, Banglore and, Coimbatore FM stations of India on test transmission mode. The network is slotted to expand to a total of 40 stations by June-2002. Gyan Vani stations will operate as media cooperatives, with day-to-day programmes contributed by different Educational Institutions, NGO's and national level institutions like IGNOU, NCERT, UGC, IIT, DEC etc. Each stations will have range of about 60-KM radius, covering the entire city /town plus the surrounding environs with extensive access. It serves as ideal medium addressing the local educational developmental and socio cultural needs (IGNOU, 2001).

Gyan Vani is not only for the conventional educational system but also a main tool in making available the dream of education for all come true. Gyan Vani's main intention is to take education to the doorsteps of the people. Gyan Vani, in addition to giving the hardcore education will also deal with awareness programmes including the ones for Panchayati Raj

Functionaries, Women Empowerment, Consumer Rights, Human Rights, the Rights of the Child, Health Education, Science Education, Continuing Education, Extension Education, Vocational Education, Teacher Education, Non-formal Education, Adult Education, Education for the handicapped, Education for the down trodden, education for the tribals and so on. Gyan Vani is available through commercial FM radio set.

5.4.2 RURAL PROGRAMMES

It was only after the independence that radio's role in the process of national development was fully recognized and the initiation of rural programme in AIR was the first step towards linking radio with the process of development. It was already recognized by the communication theorists that only through proper dissemination of information can the people be motivated towards development. Therefore , AIR has the motto of '*Bahujana Sukhaya Bahujana hitaya'* (Welfare and goodness for all).

Now we will discuss a few of the development oriented programmes initiated by AIR.

a)Radio Rural forums

Basing on the Canadian experience, the Radio Rural Forum experiment was conducted by the All India Radio at Poona during 1956. The project covered 156 villages where listening and discussion groups were organized in each of the selected villages. A programme of thirty minutes duration was broadcast on two days in a week covering agriculture and allied subjects to help promote rural development. Prof. Paul Neurath , on behalf of the Tata Institute of Social Sciences , conducted an evaluation study, and came out with interesting results: (1) The radio is a very suitable medium to communicate with the rural audience and to spread the message of development. (2) A majority of the listeners appreciated the value of the messages.

The Farm and Home units were subsequently established at many AIR stations to provide wider support to the Integrated Agriculture Development Programme (IADP). The contribution of the radio is widely acknowledged by farm scientists in increasing agriculture production and achieving a green revolution in India .

b)School-on-the air of AIR

All India Radio (AIR) Hyderabad and Bangalore stations introduced, during the early seventies, the School-on-air programmes for the education of the farmers in improved methods of farming. Specific topics like rice cultivation, sugarcane cultivation, dairy farming, poultry keeping etc., were covered under this broadcast. Subsequently, the farm school-on-air became a regular feature of the Farm and Home Units of AIR at many other stations. The studies conducted by Audience Research Unit of the All India Radio established the wide patronage of the farmers to these broadcasts. In terms of utility and practical guidance, the programmes were rated very high.

These are only few examples in which experiments were conducted to analyse about the utility of radio as the precursor of development. In fact these studies paved the way for various programmes specially targeted at development. AIR has been broadcasting special programmes for the socio-economic development of the country.

c. **Programmes for Women and Children :**

AIR broadcasts special women's programme from all its stations, at five days a week, primarily for the rural women. Some years ago, UNICEF had distributed 5,000 transistor sets to Mahila Mandals so as to enable them to listen to programmes specially meant for them. Nearer home only few months back the Health Ministry of Assam had distributed transistor sets to the ASHA activists of National Rural Health Mission (NRHM) so that they could listen to the programmes specially produced by NRHM to define their role and responsibilities in promoting health in the rural areas.

All AIR stations used to broadcast educational broadcast for imparting education to the rural children. When the programme was started it was in collaboration with the education department of the respective states. The radio sets were provided to the schools and the schools had radio listening classes scheduled. But slowly the initial drive got lost and now the schools have neither a radio sets nor any radio listening scheduled classes. But the irony is that the timing of the programme remaining the same i.e., during the school hour. The pupils fail to get the targeted benefit from such programmes.

Similar example can be cited about the Population control campaign too. Initially it was '*Hum do Hamare do' and 'Nashbandi karao rupiya Kamao"* gaining much attention. However, rather than empowering the people to take informed decision, it became more of a propaganda and the programme failed and then it became Family Welfare programme. There was a shift to the welfare of the population which alone

can result in population control . The radio has an acknowledged role and responsibility to play in National Development . However till now the radio only toes the government line resulting in failures in giving a balanced perspective. Without being critical about the government policies the radio can work for national development and thus be more effective as a stake holder in the national building.

Let us discuss the contribution of some premier institutions in educational broadcasting .

- Anna FM is India's first campus community radio or educational radio which is run by Education and Multi Media Research Centre (EMMRC) and all programmes are produced by the students of Media Sciences at Anna University

- Indira Gandhi National Open University (IGNOU) is having their own radio service called Gyan Vani in various cities of the country. Prior to setting up their own station they used to buy time on the available AIR network.

- Similarly, Indian Institute of Mass Communication(IIMC), New Delhi has its own Community Radio called 'Apna Radio'. The programmes are produced by its students of the department of Radio and Television Journalism.

- Delhi University also started its own community radio in 2007. This University has a very big campus and this radio station has been successful in bridging the communication gap among the students. The station is totally run by the students and so are the programmes produced by them.

There are many such success stories of Campus Community Radio, but essentially these are meant for the utility of the students but there are lean seasons in the University when the students are out of the campus for their holidays and semester breaks. Then it becomes hard to run the station. If an educational institute runs CR with the help of a full fledged research department like Anna University the programme quality will surely be improved and the CR can live up to its name.

CHECK YOUR PROGRESS (B)

1. What is the purpose of educational broadcasts?

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2. The _____, a wing of NCERT, regularly produces programmes for primary classes
3. What is the aim of the farm and home broadcasts of All India Radio (AIR)?

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5.5 LET US SUM UP

Community Radio is gaining popularity in India despite odds and is contributing to the process of development and social communication. The top down communication models of the 70's have lost their relevance considerably and the new keywords being inclusion and participation make the mission of CR imperative. The main points discussed so far are summed up as follows:

1. Community radio is a basic communication medium for the people at grassroots level. This type of radio is owned and controlled by the community and is operated for the total benefit of the community at the local level.
2. The structure of the organisation usually has a democratic set up such that the community becomes actively involved.
3. As community radio stations depend on volunteers, it is important to recruit people from the actual target community, because no other person has a better understanding of the issues in that community than those who live there permanently.
4. Being a wide-reaching means of mass communication, radio has a strong reason for its use in education and because of its versatility; it can be used to serve different

purposes. For instance, while it provides learners with new joys of learning, it can develop their command over vocabulary, promote concentration and critical listening, and improve fluency and confidence in speech and discussion.

5. It can be used for formal and non-formal education. Its broadcasts can be designed to supplement or enrich the formal school subjects. These broadcasts may clarify a concept, or give additional views, on a theme, or provide further illustrations and case studies related to an issue.
6. Broadcasts under non-formal education may comprise programmes such as children's programmes, women's programmes, adult education programmes, rural development programmes and social action programmes etc.

5.6 FURTHER READINGS

1. Mehra Masani, Broadcasting and the People, National Book Trust, New Delhi, 1976.

2. Radio and Television-Committee on Broadcasting and Information Media: Ministry of Information and Broadcasting

3. Broadcasting in India: P. C. Chatterji, Sage New Delhi, 1991

5.7 ANSWERS TO QUESTIONS IN 'CHECK YOUR PROGRESS'

A)

1. Community Radio is a basic communication medium of people at grassroots level. It is an active participatory and effective communication vehicle to identify and prioritise development needs at local level and to facilitate such development through exposure, pressure, discussion and debate. This type of radio is owned and controlled by the community and is operated for the total benefit of the community.

2. The most important characteristic of Community Radio is active community participation in all the structures of the organisation. The community that the station is set to be serving has the right to decide on the policy matters affecting the radio station. The community can either be invited to participate in the developing and designing of the programmes and or can be invited to the open forum meetings whereby issues of the station are being discussed.

3. The structure of the organisation usually has a democratic set up, So that the community becomes actively involved in the election of the board of trustees etc. The role of each and every person in the station has to be clearly defined and laid down in order to avoid a situation where there are some people who feel that they have more power than others.

4. There are a variety of possible income generating activities that can be adopted by a community radio station. These include commercial advertising, membership or subscription fees, and donations from funding bodies and sponsorship of programmes by NGO's or even government bodies. Other sources of fundraising can be in-house generated activities such as providing content to other stations or just general production facilities hiring etc.

B)

1. Educational broadcasts can be generally of two types – formal and non-formal. Formal educational broadcasts can be designed to supplement or enrich the formal school subjects. These broadcasts may clarify a concept, or give additional views, on a theme, or provide further illustrations and case studies related to an issue. Broadcasts under non-formal education may comprise programmes such as children's programmes, women's programmes, adult education programmes, rural development programmes and social action programmes etc.
2. Central Institute of Education Technology (CIET)
3. To improve the effectiveness of radio programmes in rural/social change, the AIR initiated the farm and home broadcasts in 1966. These broadcasts were designed to provide information and advice on agriculture and allied topics. The aim was to educate the farmers and provide them assistance in adopting innovative practices in their fields. The broadcasts, under this programme are of immense local relevance. They are directly linked with the day to day agricultural practices of the farmers.

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8. **Questions you should be able to answer:**

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1. Do you think community radio can play a significant role in a country's development? If so, why?
2. Critically assess the quality and relevance of educational programmes on AIR.
3. Community participation is the lifeblood of community radio. Discuss.
4. Write short notes on:

a) Rural Broadcast

b) National Development and Radio

c) Educational Broadcast

d) Farm and Home Programme

e) Family Welfare and Population control

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