

# PROMOTION OF EDUCATION THROUGH ALL INDIA RADIO

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**Abstract:** Education is a fundamental pillar for societal progress and individual empowerment. However, access to quality education remains a challenge in many parts of India, particularly in remote and underserved communities. All India Radio (AIR), the largest public broadcaster in the world, has been playing a pivotal role in bridging the educational divide through its extensive reach and innovative programming.

This research paper investigates the role of AIR in promoting education through its various channels and initiatives. It examines the content, delivery methods, and descriptive method. The study based on secondary data including program analysis, survey data. The findings reveal that AIR's educational programs have a significant positive impact on learning outcomes.

**Keywords:** All India Radio, Education, Literacy, Community Development, Public Broadcasting, Remote Learning

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## 1.0 Introduction

Radio is the most powerful invention in the world history of mass communication. Radios are everywhere, with at least 75% of households in developing countries having access to a radio<sup>i</sup>. There are about 44,000 radio stations worldwide.<sup>ii</sup> Along with radios, mobile phones are one of the most accessible forms of technology, covering over 70% of the world's population. From its beginning Radio plays a vital role in education. This article examined the role of radio for educational purpose. Secondary data were analyzed for this study.

Radio plays a very important role in education. The main objective of All India Radio is to educate the mass audience. Education is the key of success. Our life fully depends on education. It teaches us reality of life. Without education a man likes an animal.

## 2.0 Objective

1. To find out the major project of All India Radio.
2. To find out the role of radio to promote education.

## 3.0 Methodology

1. Content, delivery methods, and descriptive method were used for the research.
2. Secondary data from books, internet and other sources was collected and analyzed.

## 4.0 Review of Literature

1. **Harold Bo McCary** (1939) examined **Role of College Radio Station** and it was found that 25 radio stations was established in American Colleges and Universities, Wherein 60% educational and cultural programs were broadcasted, which were done before or after school and along with that consultation was done on the curriculum and here it was found that almost all teacher were used to busy at that time and they were not expert and most of Radio stations could not run because universities were not able to run them and the licenses were cancelled.
2. **Lillian E.** (1950) examined **Education and the Mass Media of Communicator: Radio**. The aim was to study how Radio was effective for educational purpose. The scholar noted that there were 16 to 25 hrs. programe listened by school students.
3. **UNESCO (1979)** had taken initiative m organizing "APEID technical working group meeting on educational broadcasting "at Kualalumpur the objectives of the Kualalumpur. The objectives of the Kualalumpur meeting were to discuss problems and exchange experience in educational broadcasting

in the region, to identify training needs and to develop guidelines for the development of education and special needs of rural communities.

4. **IGNOU (2001) examined the role of Gyan Vani as the educational FM radio network of India** and reported that Gyan Vani had become a prominent educational program in the country. The study revealed that the students of colleges and universities were the target group and that Gyan Vani had complimented the education services in modern times. The study suggested that Gyan Vani should be broadcast before and alternate regular class to involve more number of students in the process of learning.
5. **Sharma (2002) examined the educational FM radio network of India with special reference to Gyan Vani** and pointed out that Gyan Vani had emerged as a prominent educational broadcasting program in India. The study revealed that Gyan Vani program was based on extensive research and consultation approaches in the country. The scholar suggested that Gyan Vani should be enriched through appropriate changes and modifications in terms of contents, time, duration and quality to enhance the status of FM radio educational broadcasting in India.

### **5.0 All India Radio**

Radio has become a pervasive medium. It is one of the extremely engaging means that most nations have adapted for their growth and social transformation endeavors. Certainly many countries have distinguished these advantages.

All India Radio (A.I.R.) is the world's largest Public Service broadcaster in terms of the number of languages of broadcast. At the time of independence there were six Radio Stations and 18 Transmitters (6 Medium-Wave and 12 Short-Wave) which covered 11% of the population and 2.5% are of the country. Today, AIR originates programmes with a vast network of 420 broadcasting centers (as on 01 February 2017) serving the spectrum of socio-economic and cultural diversity with its home service in 23 languages and 146 dialects located across the country, reaching nearly 92% of the countries area and 99.19 % of the total population. <sup>iii</sup>

### **6.0 Motto**

As India's National premier Public Broadcaster, A.I.R. is functioning with the motto to inform, educate and entertain the masses since its inception, truly living up to its motto – *Bahujan Hitaya : Bahujan Sukhaya*.

### **7.0 Educational Broadcasts**

Radio has been used in different formats for educational purposes around the world for highly diversified audiences located across broad geographical expanses – all at a low per cent production cost. Its ability to bridge the literacy barrier was seen early enough. While the accent of all AIR programmes – whether for the general listener, or specific groups like farmers, women, children, students, teachers, or industrial workers, is on education in the widest sense, some programmes are planned with a specific educational objective.<sup>iv</sup> All the primary channels of A.I.R. puts out educational broadcasts on a regular basis on fixed time slots.

They are aimed at students as well as teachers of primary, middle, secondary and senior secondary schools<sup>v</sup>.

### **8.0 Educational Programs of All India Radio**

**8.1 Phone-in-program** :There are various types of phone in programs broadcasting through radio. In these programs listeners connect with experts and ask them questions and expert gives answers of listeners questions. It is very interesting and interactive program by radio station.

**8.2 Radio Talk:** Every radio station broadcast radio talk. These talks are based various topics. The topics are related to festivals, Education, Information, Awareness and Brotherhood etc. Radio Talks are very informative and

**8.3 Khula Akash:** This program specially for school students based on science and research subject based program. Every day broadcast from various stations. The duration of this program 25 minutes.

### **9.0 Educational Projects in India by All India Radio<sup>vi</sup>**

**9.1 School Broadcast Project:** School Broadcast Project was the first educational radio project. It was commissioned in 1937, and started from Delhi, Calcutta, Madras and Bombay. This was program for school students.

- 9.2 Adult education and community development project (Radio Forum):** This radio project was started in 1956. With the help of UNESCO, this project was first tried on the Villagers of 144 villages in Pune. This was agriculture-based project, and was named as 'Radio forums Project'. This program was AIR's first successful educational program.
- 9.3 Farm and Home Broadcast Project:** This project was commenced in 1966 and was targeted at Farmers and villagers. The aim was to educate the farmers and provide them assistance in adopting innovative practices in their fields as per the local relevance.
- 9.4 University broadcast project:** This project was started in 1965 to target the higher education students. 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.
- 9.5 Language Learning Programme:** In 1979, AIR and Department of Education Government of Rajasthan joined hands to teach Hindi to 500 primary school students Jaipur & Ajmer districts. This project as called 'Radio Pilot project', since it was on experimental basis. The project was successful and was repeated in Hoshangabad district of Madhya Pradesh.
- 9.6 IGNOU-AIR Broadcast:** AIR collaborated with IGNOU to broadcast major IGNOU programmes in January 1992. Initially, the AIR stations of Mumbai, Hyderabad and Shillong started this service. This program still continues to be broadcasted in Mumbai and Hyderabad.
- 9.7 IGNOU-AIR Interactive Radio Counselling (IRC):** IGNOU in collaboration with AIR, Bhopal started Interactive Radio Counselling (IRC) in 1998. This program was mainly for students of Open / Conventional Universities. Soon after its huge success, AIR expanded to other cities: Lucknow, Patna, Jaipur, Shimla, Rohtak, Jalandhra, Delhi and Jammu. As of now, Interactive Radio counseling (IRC) is being provided on every Sunday for one hour (4:00 PM - 5:00 PM) from 186 radio stations of All India Radio.

#### **10.0 Gyan-Vani (Educational FM Radio Channel of India)**

Launched in 2001, to target the students of Open / Conventional Universities, is the only dedicated educational radio channel of India. Gyan literally means Knowledge and Vani means aerial broadcasting. Gyan Vani stations 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.

Gyan Vani also deal with awareness programs 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 lots more.

#### **11.0 Radio Text**

Radio has been used along with textual data transfer via computer networks simultaneously to create a 'radio-text' environment. The teaching end is normally a FM radio station having data broadcast facility through a computer network. The main points of the radio broadcast are sent through textual mode to the receiving end via a computer network. The learning end has a radio listening facility as well as a computer screen to receive the textual data. Since both audio and text are broadcast simultaneously, the learner at the receiving end gets high quality and low cost teaching. An experiment on the use of radio-text at Yashwant Rao Chavan Maharashtra Open University, Nasik, India resulted in the satisfaction of more than 80 percent the learners. It also used for peer group discussion at the receiving end after the broadcast, which indicates radio-text could be used for varieties of objectives .

#### **12.0 Conclusion**

The study highlights the crucial role that All India Radio. It is playing a vital role in promoting education in India, especially in remote and marginalized communities. While challenges exist, the potential for impactful educational programming remains significant. By addressing these challenges and implementing strategic recommendations, AIR can become a powerful tool for fostering educational equity and empowering

individuals across the nation. All India Radio (AIR) has played a significant role in promoting education in India since its inception in 1936. With its extensive network and reach, AIR has been instrumental in spreading educational content to a vast audience, particularly in rural and remote areas where access to quality education is limited. Through its various programs, AIR has contributed to the promotion of education.

## 12.0 References

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