

# EVALUATION OF COMMUNITY RADIO: A STUDY OF EDUCATIONAL INSTITUTIONS IN HARYANA

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**Abstract:** This paper presents a review of origin, significance and growth through ages perspective of Community Radio in Educational institutions particularly from the state Haryana, India. Community radio is one of the most important channels that strengthen local communities, transmit educational programs and activate democratic interaction. This study examined a wide array of educational institutions using community radio with both success and challenges, in the historical context. What We Did: Collected data via case study, interviewing and surveying participants — educators, students, & community folks. The results show that community radio in the field of Haryana only improve educational outreach, enable students to get involved and help local issues/voices. The paper ends with best practices to improve the success of community radio interventions for education.

**Keywords** - Community radio, institutions, strengthen, democratic interaction, case study, survey, local issues, voices.

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## 1.0 Introduction

Educational community radio has emerged as a pivotal tool for enhancing educational outreach and engagement, particularly in rural and underserved regions. In Haryana, a state characterised by varied educational requirements and socio-economic difficulties, community radio stations provide a distinctive medium for the distribution of educational material and the promotion of community engagement. By examining various dimensions of these radio stations, including content quality, listener engagement, and educational impact, this study seeks to provide insights into how community radio can be optimized to support educational development in the region. Community radio in Haryana has become a vital channel for grassroots communication, connecting local communities with mainstream media. This study analyses the diverse effects of community radio in Haryana, emphasising its role in fostering social change, enhancing educational outreach, and promoting local empowerment. Haryana's varied demographic and socio-economic environment offers a distinct framework for assessing the impact of community radio on local development and the resolution of community-specific challenges. Community radio stations in Haryana serve as essential venues for conveying information pertinent to rural and semi-urban communities. They offer a voice to marginalized groups, promote regional culture, and facilitate community engagement through interactive programming. These stations serve as a vital conduit for public discourse and improve civic engagement by addressing local issues and needs. When discussing community radio, it is important to note that, broadly speaking, community radio refers to any kind of radio program that is run by, for, and about a particular community. It is typically run by local volunteers and is aimed at serving that needs and interests of that particular community rather than commercial or national interests. In regulatory definition- in many countries, community radio is defined by regulatory bodies as a non-profit, non-commercial services that provide a platform for community members. In social definition-

community radio belongs to radio stations that are owned and operated by members of community. In education definition- community radio best tool for education and empowerment, providing training and opportunities for local residents to develop broadcasting skills and engage with media in a meaningful way.

## 2.0 Literature Review:

**Md. Anowarul Arif Khan (2017)** The role of community radio for community development in Bangladesh is the title of this research paper. According to this research paper, there are roughly 17 community radio stations in the US that broadcast 135 hours of content per day. We can address social, economic, cultural, educational, health, water and sanitation, and disaster-related concerns more strategically and efficiently with the aid of the community radio. Based on secondary data, this study aims to demonstrate the significance and efficacy of community radio for Bangladeshi community development.

The research paper by **Seidu Al-Hassan, Alhassan Adani, and Abdulai Abdul-Malik (2011)** was published in the Journal of Field Action. The multi-stage sampling technique, which was utilised to choose 12 villages for the study, is highlighted in this research report. Information was obtained about the promotion of traditional culture, communication and information exchange, entertainment, income promotion, and the use of broadcasting as an educational instrument. According to the study, there has been a suitable medium that has made it easier for duty bearers and right holders to communicate. By giving Small and Medium Enterprise (SME) operators access to new markets, it has aided in the growth of SMEs and raised their earnings and sales as a result.

**Sudhamshu Dahal and (Dr) I. Arul Aram** -research paper case study from Nepal is titled Empowering Indigenous Community through Community Radio. Community radios provide a platform for the expression of alternative voices, emancipating the identity movement in the direction of indigenous empowerment and proclaiming their rightful and just entry into "New Nepal." This research is grounded in the theoretical framework of identity and democracy, using community radio stations as "case study organisations." We have employed media ethnography and media text analysis, along with observation, to support and challenge the research participants' perceptions and statements. Through active participation in the creation of media content, we discover that indigenous communities can express their goal of identity re-establishment towards empowerment.

## 3.0 Objectives:

The main objective of my research paper is to **study the effectiveness of community radio established in educational institutions of Haryana.**

Other purposes:

- To analyse the quality of radio broadcasting in area.
- To gauging audience participation.
- To examine the changes in the area after the installation of radio.
- To investing what type of content gets most broadcast.
- To analyse the educational trends of students as per educational placement.

## 4.0 Hypothesis:

We all know that, hypothesis is an assumption, an idea, that is proposed for the tremble of argument so that it can be tested to see if it might be true. The hypothesis of my research paper is as follows:

- The quality of the data broadcast on radio is not very good.
- The audience doesn't like to participate.
- There was not much impact after community radio was established in the area.
- Content that promotes education doesn't affect students.

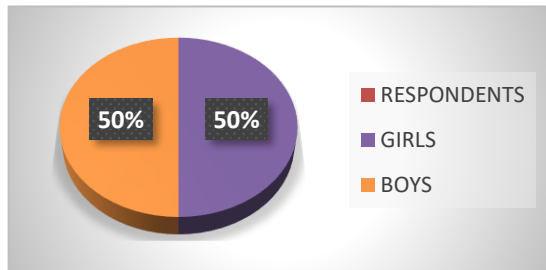
## 5.0 Methodology:

Using a mixed-methods approach, this study provides a thorough examination of educational community radio in Haryana by integrating quantitative and qualitative research approaches. **Data Collection:** Quantitative Data: Surveys will be distributed to listeners and educational content producers to gather data on listener demographics, program preferences, and perceived impact. Additionally, listener ratings and program schedules will be analysed. Qualitative Data: In-depth interviews and focus group discussions will be conducted with stakeholders such as community radio station managers, educators, and local government officials to gain insights into the operational aspects and educational contributions of the radio stations. A stratified sampling method will be used to select a representative sample of community radio stations across Haryana. Within each

station, listeners and program producers will be randomly selected for surveys and interviews to ensure a broad range of perspectives. A survey will be conducted among a sample of 50 participants. Out of which 25 will be male and 25 will be female. In addition, in order to increase the efficacy of our research, we have included qualitative data and conducted interviews with radio station directors and chairs. It is becoming evident to you that a survey of all the educational institutions in Haryana with community radio stations and director interviews took place. Whatever results have emerged from the survey and interviews will be explained in the results and discussion.

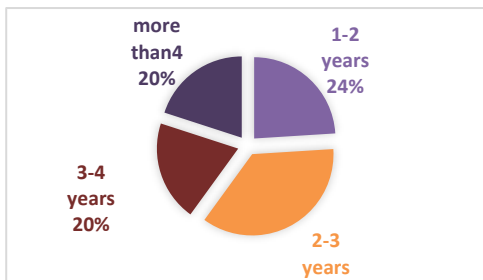
**6.0 Results and Discussions:**

**6.1 Gender Distribution**



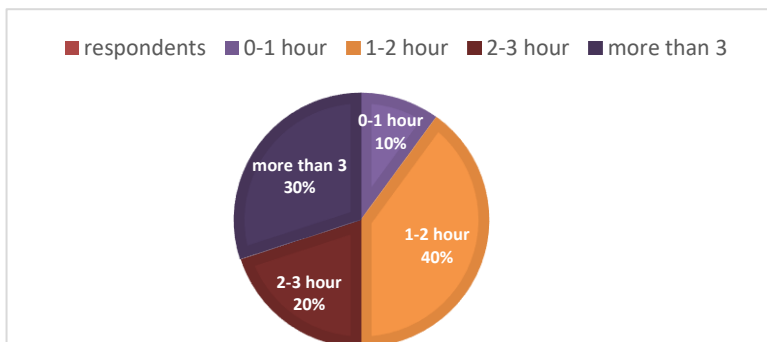
The gender of responders is depicted in the above figure. The figure shows that we took the same number of boys and girls, which is 50%. Out of 50 responders, there are 25 girls and 25 boys. So that gender prejudice is eliminated and data can be evaluated in equal quantities.

**6.2 How long have you been listening to community radio?**



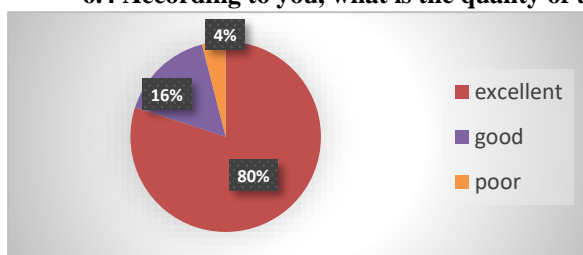
The figure above depicts the amount of individuals listening to community radio. Within the last one to two years, 24% of the audience began listening to community radio stations. In contrast, 36% of listeners said they would prefer to listen to community radio within the next 2-3 years. The number of listeners within three to four years is 20%. 20% of people have been listening to the radio for more than four years. This demonstrates that radio's popularity remains high, and that people like it equally; there has been no reduction.

**6.3 How many hours a day do you listen to the community radio?**



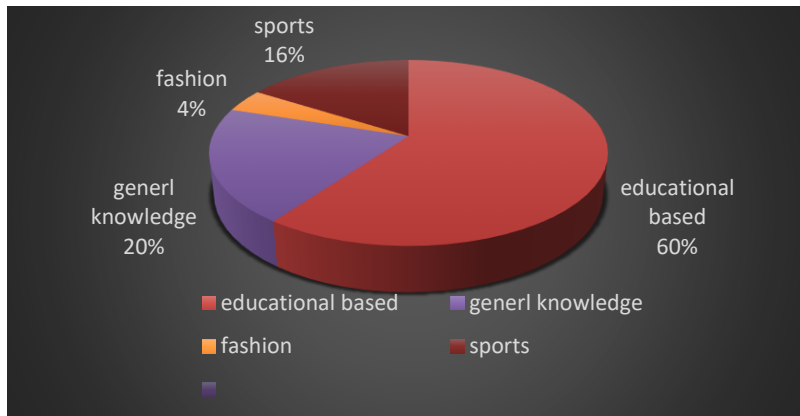
This pie chart shows the number of people listening to radio daily, out of which 40% people listen to radio for one to two hours daily. After that, the number of people listening to radio for 3 hours is 30% while the number of people listening to radio between 2 to 3 hours is 20%. Only 10% of the audience is those who listen to radio for less than 1 hour or only 1 hour.

**6.4 According to you, what is the quality of the community radio of the educational institute?**



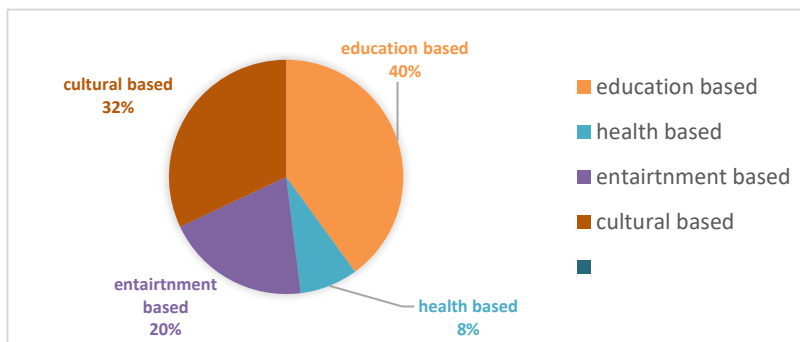
When asked about the calibre of content on community radio, 80% of listeners state that it is of great quality, while 16% state that it is of good quality. This information is seen in the above figure. The percentage of respondents who stated that community radio's quality is subpar is only 4%. This demonstrates unequivocally how amazing the content is.

**6.5 What kind of content do you like to listen to most on community radio?**



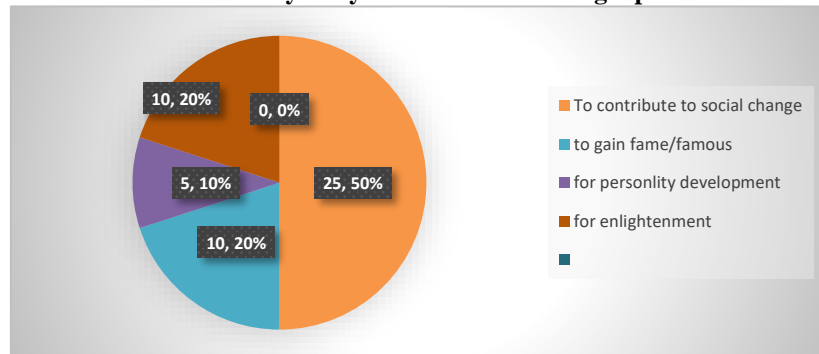
In the above figure it is shown that 60% people like to listen to education related content and 20% people like to listen to general knowledge programmes. The number of people listening fashion related programmes is 4% and the number of listeners of sports is 16%. In educational institutes, the number of people listening to education related general knowledge programs is high.

**6.6 What types of community radio programmes have you participated in?**



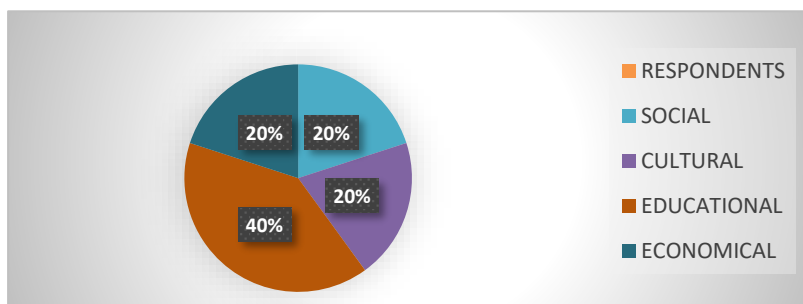
This shows that what kind of programs do community radio listeners like to participate in? 40% of the listeners like to participate in education-based programs while the number of cultural-based programs is 32% along with the number of entertainment related programs is 20%. Only 8% of people are like this who participate in health -related programs.

**6.7 Why are you interested in being a part of community radio activities?**



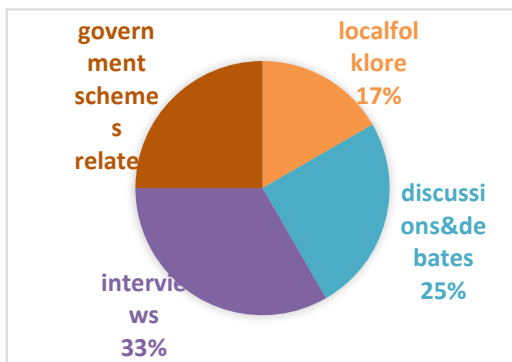
The above figure shows why you are interested in participating in community radio. 50% of people say that they want to contribute to social change. 20% people say that they participate for enlightenment. There are 20% people who give programs to become famous. Only 10% of the audience listens to programs for personality development.

**6.8 Which category has changed after the establishment of community radio station in your area?**



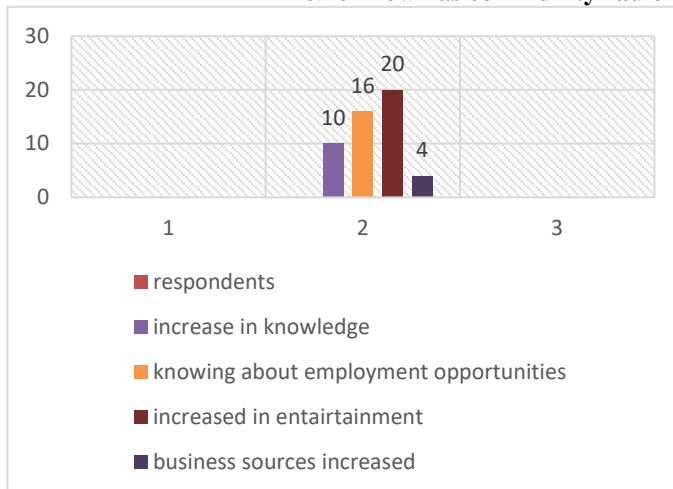
The above graph shows what kind of change has taken place after the establishment of community radio in your area. Out of which 40% say that educational changes have come more and the remaining 20% each are about, social, cultural, economic change.

**6.9 What types of programs are most commonly broadcast on community radio?**



This statistic depicts the transmission of community radio broadcasts. Interview-based programs are preferred by 33% of the audience, discussion and debate-based programs by 25%, and government scheme-related programs by another 25%. In contrast, local folklore accounts for only 17%.

**6.10 How has community radio influenced your life?**



This table shows How community radio has changed people's lives. The number of people who are expanding their knowledge is 10, the number of job chances is 16, the number of people who have expanded their enjoyment of entertainment is 20, and the number of business sources is four.

**7.0 Interviews:**

**Radio Hisar (91.2 FM CR):** On **November 12, 2009**, former Chief Minister Bhupendra Singh Hooda officially opened the station. It has six employees. The director of the station stated that community radio programs are broadcast for 6 to 7 hours daily. The broadcast time is divided into two shifts - the first shift is from 9:00 am to 1:00 pm and the second shift is from 2:00 pm to 5:00 pm. Earlier, newly created programmes were broadcast in it but now only recorded programmes are broadcast. Talking about the range of community radio station, it reaches urban as well as rural areas, its range is 10 to 25 kilometres, people of rural areas are more connected to it, that is, their inclination is much better than the people of urban areas. Talking about the listeners, along with university students, the main listeners are farmers associated with agriculture, women and people associated with small scale industries.

**Radio Manav Rachna 107.8FM (Faridabad):** The radio station is located in the beautiful sprawling campus of Manav Rachna International University, the premier educational institution of Faridabad. The radio station provides media students with an opportunity to gain practical experience in radio broadcasting and production. Its director said that our radio station broadcasts 6 hours of programs daily. It was established as a platform for community participation, education and empowerment. The mission of Community Radio Manav Rachna Education Trust is to provide informative, educational and entertaining programs that meet the needs and interests of the local community. It aims to promote social development, cultural enrichment and community solidarity. The radio station broadcasts a wide variety of programs covering various topics such as education, health, environment, agriculture, sports, culture and entertainment.

**Radio Najaf 90.4 FM (Palwal):** NGF College of Engineering and Technology in Palwal, Haryana operates a community radio station on 90.4 FM, known as Radio NGF. The college is known for its focus on shaping the future and creating a pool of trained networking experts through the Cisco Networking Academy program. Its director said that our radio also offers comprehensive training programs to improve the skills of students and prepare them for their careers, covering topics such as corporate etiquette, business language protocols, presentation skills and employability skills. The infrastructure, environment and facilities available of the radio



are impressive. The radio station broadcasts a variety of programmes, including music, news and educational material, and provides opportunities for students to showcase their talents and interests.

**Community Radio Chaudhary Devi Lal University Sirsa (90.4 FM):** A community radio station is housed on the campus of Chaudhary Devi Lal University (CDL University) in Sirsa, Haryana. The radio station is part of the university's Media Centre. It airs from 9:00 AM to 12:00 PM. It features an on-air studio, a recording studio, a conversation booth, and a transmitter room. This radio station is unique in that it is administered by the Department of Journalism and Mass Communication, which is Haryana's only department with its own community radio station. Teachers and students of Mass Communication are actively involved in the operation and management of Radio Sirsa, a community radio station. It provides a variety of audio programs such as call-in shows, talks, interviews, and cultural programs covering topics including health, education, environmental awareness and local issues. The station aims to promote local culture and talent through its programmes and serves the residents of Sirsa city and over 60 surrounding villages.

**RR Radio 91.2 FM Sirsa:** Ch. R.R. Memorial Education Society, operates a community radio station called RR Radio 91.2 FM. RR Radio broadcasts on a frequency of 91.2 MHz FM, which ensures clear and crisp transmissions for its listeners. According to its director, our radio station provides a wide range of content, including music ranging from the current Bollywood hits to timeless classics, appealing to varied musical preferences, as well as conversation shows addressing topics such as education, community issues, and entertainment. The station's programming features a mix of music, talk shows and community-focused content. Music programming includes a variety of Hindi and Punjabi songs, keeping in mind the interest of the local audience. Talk shows cover topics such as education, community issues and local affairs.

**Bharat Sainik Senior Secondary School (90.8 MHz):** Bharat Sainik Senior Secondary School in Sirsa, Haryana has a community radio station that broadcasts on 90.8MHz. This radio station, sometimes known as JG Radio, broadcasts at 90.8 MHz. Rajesh Mehta and Vishwas Palthania are the key individuals in charge of Bharat Sainik Senior Secondary School Community Radio in Sirsa. According to its director, the secretary of our school community radio is responsible for managing and directing the radio station's operations. The secretary's responsibilities include strategic planning, budgeting, communicating with stakeholders, and assuring adherence to the station's aims and mission.

**Mind Tree School Radio (Ambala):** Radio Mind Tree is Ambala's first community radio station and is dedicated to bringing positive change in the society by promoting quality programming. The radio station's prospectus states that it offers "quality shows" without giving specific details. However, the SoundCloud page for Radio Mind Tree reveals that the station covers a wide range of topics and programming. Additionally, the station head's LinkedIn profile reveals that the radio station is involved in music scheduling and content management. Therefore, while the exact nature of the shows aired on Radio Mind Tree is not clearly stated, the available information suggests that the station broadcasts educational and community-oriented programming to serve the Ambala area. The director explained that the radio station is dedicated to "promoting quality shows" and bringing about positive change in the Ambala community, but did not provide a list of the most popular or top-rated programs. The station covers a range of community-focused content.

### **8.0 Conclusion:**

Community radio in Haryana, particularly through stations like Radio Mewat, plays a vital role in enhancing education and empowering marginalized communities. It provides a forum for local voices, allowing access to information and education in rural places where traditional resources are limited. By transmitting educational content in local languages, community radio addresses social issues, develops cultural identity, and encourages community participation. This study investigates the effects of such initiatives on educational attainment and community development, emphasising the importance of participatory communication in rural contexts. The study on the effectiveness of community radio established in educational institutions of Haryana reveals that these initiatives significantly enhance educational outreach and engagement. Community radio stations are an effective instrument for spreading educational information, promoting local culture, and addressing community issues. They encourage more interaction between students and teachers and provide a forum for student opinion and participation. However, difficulties such as limited resources, technological limits, and the requirement for qualified individuals must be addressed in order to maximise the impact. Overall, community radio has proven to be an effective medium for enriching the educational experience and fostering community involvement in Haryana. Community radio in Haryana, particularly within educational institutions, has significantly enhanced community engagement and participation. It serves as a vital platform for local voices, fostering a sense of identity and providing essential information tailored to community needs. The effectiveness of these stations is evident in their ability to disseminate agricultural knowledge, promote local culture, and facilitate communication among diverse groups. Overall, community radio has proven to be an effective medium for empowerment and development, bridging the gap between educational institutions and local populations.

Community radio delivers accessible educational programming, such as vocational training and skill development, which improves learning chances for students from various backgrounds. It develops a feeling of community by allowing students to participate in activities, share their opinions, and connect with local issues, thereby encouraging civic duty. Community radio broadcasts local cultural programs, allowing students to connect with their background and create pride and identity. It serves as an effective medium for disseminating important information, especially in rural areas where traditional media may not reach, thus supporting informed decision-making among students. Community radio broadcasts educational content that covers current affairs, agricultural updates, and social issues, making it a valuable resource for students seeking knowledge beyond their curriculum. Students can participate in discussions and programs, allowing them to voice their opinions and learn from experts, fostering a deeper understanding of current events. By inviting specialists and local leaders to discuss pressing issues, community radio provides students with insights into various topics, enhancing their awareness of current affairs.

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