AN APPRAISAL OF THE UNIVERSITY OF THE AIR PROGRAMMES OF THE CENTRE FOR ADULT EDUCATION AND GENERAL EXTENSION AHMADU BELLO UNIVERSITY WITH PARTICULAR REFERENCE TO 'HAUSA BY RADIO'

BY

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DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
Z A R I A

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This research project report has been read and approved as meeting the requirements of the Department of Education, Ahmadu Bello University, Zaria.

Research Project Supervisor

Staff Evaluator

External Evaluator

Date: _____

DEDICATION

This study is dedicated to my late mother whose dear memory has inspired me into greater academic heights.

QUOTATION

"... the most important thing about... university of the Air... is not the use of radio or computers or automated mailing machines... it is their ability to take teaching to where the learner is, rather than compel the learner to come to buildings where teaching is. It is their application to an ideology of open access to a university education, independent of a person's qualifications, independent of where in the nation he or she chooses to live and work... The university of the Air has the notion of a people's university for continuing education throughout life, the notion of deschooling and universities without walls".

Richard Hooper
Formerly Senior Producer
BBC Open University Productions

ABSTRACT

This study was concerned with appraising the activities of the university of the Air of the Centre for Adult Education and General Extension Ahmadu Bello University with particular reference to the Centre's Hausa by Radio Programmes. The broad purposes of the study were:

1. To explore the value of mass communication of long distance.
2. To evaluate the significance of multi-media work in distance teaching.
3. To establish the theoretical relationship between communication and education.

The Specific aims were to:

1. Investigate the need that gave rise to the Centre for Adult Education and General Extension Services' University of the Air programmes,
2. State the function and programmes of the section and its various branches.
3. Find out the problems that the programme faces.
4. Examine and evaluate the Hausa by Radio programmes.

The necessary data/information for this study was obtained through personal observation, interviews, analysis of records and administration of questionnaire by the researcher. Related literature was also reviewed. The study was delimited to four zonal Centres due to lack of time and funds. These were Kaduna, Kano. Jos and Zaria. The review of the relevant literature to this study revealed that:

1. Mass media can be used to help meet a variety of educational needs in and out of school.
2. They are being used in all regions of the world and in all sorts of countries and cultures.
3. Mass media can be used for various educational purposes and that they are always used in combination with other learning resources and experiences.

As a result of this study the following conclusions have been drawn.

1. that the programmes of Hausa by Radio are adequately planned,? efficiently produced and sufficient air time is given to broadcast them.
2. that sufficient coordination exists among the production and technical teams in the Centre Headquarters and in the studies.

3. that the programmes are adequately financed.
4. that an over whelming majority of the respondents (listeners) find the programmes (broadcasts and study materials) useful in learning Hausa.
5. that broadcasting time is sufficient and generally convenient and that reception is clear and good.
6. as a result of this study it was also found out that an inadequate system of evaluation of the programmes exists at present.

In conclusion, the researcher has made some suggestions and recommendations which, it is hoped, may contribute in some small way, to the improvement of the effectiveness of the university of the Air in general and the Hausa by radio programmes in particular. The highlights of these can be stated as follows:

1. that a better system of evaluation be established and utilised to assess the effectiveness of the programmes and the impression of the listeners about them.
2. that if possible contact sessions be arranged in the state Centres for the listeners who need them.

3. that a programme of advanced Hausa be started to meet general demand.
4. that a second programme in the series English by Radio be started to meet general and popular demand by Hausa speaking people to learn English.
5. that small listening and discussive groups be encouraged among listeners wherever possible.
6. that time within each programme be allocated to answer listeners questions, radio teachers questions and to discuss general problems arising from previous broadcasts.

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By

F. O. PASSI
December, 1976.

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CHAPTER ONE

INTRODUCTION

HISTORICAL BACKGROUND

Before the advent of colonialism and formal contact with the outside world, African societies had informal institutions which performed the functions of adult education. In their communal system of living the elders employed discussion methods in solving problems and decision making. As President Nyerere has observed, if it came to deciding the site for drilling a well, the elders always sat together under a tree and deliberated until they took a decision. (Nyerere, 1961:4).

Proceedings were handled by elders while other adults remained observers and thereby acquired the art to play similar roles in future. Among the Nigerian Communities it is believed that secret societies and secret cults had been part of the social system. Professor Lalage Bown cites the 'Ogboni' as being the most popular in the East. (Bown, 1965:1). She states that both cults require knowledge about their own society as an admission prerequisite and points out that political factors are only secondary in considering membership admission requirements.

Another institution which afforded training and education for the African adults was the 'age sets system' which operated in some parts of Nigeria. Traditional religious cults demanded the teaching of incantations and rituals to their numbers thereby contributing their quota towards adult education.

In Northern Nigeria where Islam is the most dominant religion, adult education has been particularly important. The reason for this is not far to find. Islam considers religion as a process of life long education. Prophet Mohammed said:

> The acquisition of knowledge is a duty incubent on every muslim male and female ..... He who leaveth home in search of knowledge walketh in the path of Allah. (Hadith 1:36)

In Islam such teaching as commanded by the Prophet Mohammed (Peace be upon him) includes not only reading and translation of the Holy Koran but also the Hadiths and the whole corpus of philosophy available in arabic. In Islam too, it must be noted that pilgrimage is a very important form of combined travel and study for adults. As Humphrey Fisher pointed out in his article "Islamic Education and Religions reform in West Africa" in the book Education in Africa: Research and Action, (Jolly, 1969:25). It acts as a sort of overseas study leave for muslims and reminds them of the higher educational standards elsewhere in the muslim world.

Indeed, in the old days when the pilgrimage was done on foot, pilgrims learnt not only in Mecca and Medina but many places along the way.

In spite of colonialism and the arrival of Western style education, these African brands of adult education still persist and they have been used by foreigners from Western Europe who brought with them western ideas. When they arrived in Africa, early administrators, traders, and missionaries often explained their mission and problems in their traditional African 'Discussion forum' and on some occasions such institutions were successfully used to propagate new techniques and innovations. In Siera Leone, for example women's 'Bundu' societies were used by Health educators to teach new methods of midwifery. (Bown, 65:1). In Nigeria, the various age grade sets were used to propagate sanitary techniques. In East Africa the 'Baraza' or 'Lukiko' (assembly of elders) has been successfuly used by the former colonial masters and now the new indigenous rulers to disseminate information and educate the masses through the adult members in new policies, laws, techniques and skills of interest in their social, political and economic development.

The influx of new technology heralded by the nineteenth and twentieth centuries brought about radical and revolutionary changes in communications, the economy, agriculture, trade, social and

political life of societies all necessitating new avenue of adult education. At the same time there grew a class of Africans with western education who sought to achieve political, social and economic advancement of their people. This two-pronged revolution resulted in two important developments of particular interest to this continent. First, this group of western educated Africans saw the importance of Newspapers in disseminating knowledge and evoking new reactions. Names such as Dr. Edward Blyden, Otunbah Payne, Herbert Macaulay, C. Bannerman, Ernest Ikoli and Dr. Nnamdi Azikiwe to mention only a few, cannot skip our memory in this regard. The papers published by these pioneer African journalists necessarily aimed at arousing the consciousness of their communities to such pressing problems as the rehabilitation of the African past, the end of colonial rule, African emancipation and the need to industrialise the continent. The second important development saw the mush-rooming of voluntary organizations committed to educating the members of their society. These included cooperative societies, tribal unions, Youth groups and so on while others directly engaged themselves in literacy and discussion functions. In Nigeria, as elsewhere in Africa, these voluntary organizations were accepted and fully absorbed in the tradition of the people as well as being fully supported by foreign voluntary agencies especially the christian missions.

At the end of worldwar II, the world was thrown into inflation. The experience of the returning ex-service men led to great discontent and heightened criticism of the colonial government. Their part in active service, their army education and experience in fighting for freedom and human rights stimulated them on returning home to start agitation for independence. They began to question the presence of the colonial powers in Africa while the same western allies forced them into a war said to be for freedom and democracy. This agitation and general experience after the war in Britain prompted a number of far-reaching changes in the British dependencies such as the setting up of the Colonial Development Corporation and the encouragement of the spread of cooperative and trade unions to carry out mass education in the colonies. The creation of departments to promote mass education and community development was another positive step.

Infact as early as 1935, the British government had realised the need for mass education in the colonies and so appointed an Advisory Committee on Education in the colonies who made this observation in their memorandum on the education of African Communities:

> 'The education of the adults has to go hand in hand with the education of the young, and the education of the women with that of the men. Only in this way can a lag in social advance be avoided. Greater attention needs to be given to the possibilities of

> adult education, and efforts in this field require to be coordinated with the activities of the school. The achievement of the cooperative societies in other countries warrant the hope that adopted to African conditions they may prove a valuable instrument for the advancement of African communities.' (HMSO, 1935:3)

This report stressed to the British government the point that the progress of a backward people can be accelerated if the education of the adults is taken simultaneously with that of the young. The committee felt that for Africa to progress rapidly, conscious and deliberate efforts had to be made by the colonial governments to guide and assist the change and this they said had to be done even at the expense of temporary restriction of educational facilities for the young. Adult education was seen as the forerunner of the rapid and meaningful development. This education was to cater for marketting of crops, instruction in health, hygiene and sanitation. The report recommended the deployment of agents both African and European in the colonies to assist in this task of adult education. Part of their work was to be to render more permanent results by organising the people in formal groups to carryout what they individually realised to be desirable. The use of the cinema as an educational agency, broadcasting as a means of dissemination of information and knowledge were both suggested to be explored to educate the masses in Africa.

The same committee in another report to His Majesty's government on education for citizenship in 1948 (HMSO, 1948:29) re-echoed the need for adult education in the African colonies in these words:

> 'In discussing education for citizenship among adults, we turn first to illiterate adults. In this field, education for citizenship is one special type of adult education, which is itself part of mass or fundamental education. Mass education concerns itself not merely with literacy or with the acquisition of new skills or new habits such as better agriculture or better hygiene, but also with the development of a heightened social consciousness'

The recommendations cited above were to be the basis of government's involvement in adult education. Indeed the establishment of cooperatives, departments, trade unions and so on owe their rise to them. In Northern Nigeria, these departments seemed to have been directed towards literacy work and this period marked the founding of Gaskiya Corporation, which published the Hausa Newspaper Gaskiya tafi kwabo. In the South, where a larger group of western educated people existed, the desire was to mobilise the people to organise self-help projects for development endeavours.

Professor Babs Fafunwa describes 1950-60 as an historic period in Nigerian education because it was a period of innovation. (Fafunwa, 1974:179-80). According to him, it was during that period that Nigerian leaders made attempts to bring both primary

and adult education to most children and adults respectively. As a result of the memorandum on Education for African Communities, submitted to His majesty's government as mentioned earlier on, the Department of Education in Lagos circulated a document on fundamental education for adults employed in commerce and industry. This was a sort of guide line for the organization, administration and curriculum of such a programme. Mass education projects and community development schemes were organised in and around Lagos area. In November 1951, the Central Board of Education endorsed the following national policy on education:

1. The essential aim of adult education is to organise facilities for remedial primary education for adults, particularly in rural areas.
2. The first objective of all adult education activities is to help illiterates to read and write in their language and thus enrich their minds and take an intelligent part in social, economic and political developments.
3. The programme of adult education should include such activities as home crafts for women and talks, discussions and practical community improvement projects.

4. Women should be given special consideration in the adult education scheme.

5. Concerted effort should be made by regional governments to coordinate the activities of the agencies concerned with adult education.

This policy provoked a great deal of interest and enthusiasm among the people and the governments of the three former regions. Adult education classes sprung up in many parts of the country between 1950 and 1956. Readers and primers were produced in local languages especially in Yoruba and Edo. Book case libraries were started, films and film strips were introduced. Special classes were held for women. Thus government and the people were fully involved in adult education as the universities later were to.

Adult education has been seen as having two complementary facets. (Bown, 1968:6); the first, which is of fundamental importance to a developing country and which requires large scale campaigns and resources is concerned with the basic techniques required for scientific and economic innovations to meet the challenges of the twentieth century. This aspect includes literacy, methods of childcare, house hold management, handling of water supply machinery and improvement of agricultural productivity.

The most important thing in this technique is adoption of an attitude of mind which accepts these programmes as worthwhile, valuable and possible which only governments can do.

The second sort of adult education is concerned with ideas. It is difficult for governments to achieve, especially in a developing country. This type of adult education requires that the citizens of a country need to be able to know and evaluate for themselves different economic and political systems. It is difficult to operate such type of adult education because it brings problems of objectivity for the government, and other bodies so engaged in the exercise such as the church and commercial institutions. It is for this reason that in English speaking Africa the University as an enlightened institution was entrusted with the task of providing men and women with the necessary information for self judgement and independent thought.

British universities such as Oxford, London, Cambridge and others were content with the provision of education in politics, economics, social history and in training people in critical and logical thinking as well as to distiquish between opinions and facts. This was in line with the British tradition. In British West Africa when independence was achieved, the universities no longer concerned themselves with the provision of education for

political power. This was the time when the University of Ibadan focused its attention on education for national unity and economic development. Thus as it was the case in Britain, in Nigeria, university adult education grew up concerned with the handling of ideas and the dissemination of knowledge of skills and techniques has been left to the governments.

The foundation of universities in Nigeria similar to other British colonies was the result of the British governments policy aimed at the attainment of self government by their colonies in Africa and elsewhere. A number of commissions were thus set up on Higher Education in the colonies (Asquith) and the Eliot Commission on Higher Education in West Africa was set up in 1948. Infact, in West Africa, University Extra mural work preceded the founding of the universities. This happened because after the war West African ex-service men found themselves cut-off from the usual political and economic discussion they were used to in the force, so they wrote to Colonel George Wigg, one of their former Commanders who did forward their request for teachers to the Colonial office. (Bown, 1968:8). In 1947-1949, Oxford University sent their tutors to conduct adult classes in Ghana and in Nigeria. Soon voluntary organizations and youth clubs such as 'Lagos World Affairs group' were formed

and gave quick response to the programme. The Oxford initiative opened the way to the University of Ibadan to open its own Extra mural Department in 1949 when it was just a year old. Its first Director was Mr. (later Dr.) Gardiner who together with its staff members ensured the establishment and popularisation of the Department throughout the country.

From the beginning the extra mural department embarked on a policy of committing the university to research and experiment on adult education in order to improve the existing methods and to be able to reach wider audience. After his resignation and consequent return to his country, Ghana in 1953, Mr. Robert Gardiner was succeeded by Professor James Welch, followed by Professor Sidney Raybould and then Professor Ayo Ogunshaye who was in command for over ten years. In succeeding years the department had to tackle problems of low attendance of students in some Centres, long distances covered by tutors and the virtual isolation of some from their colleagues on the Campus (Raybould, 1957:27). In 1958-59 with a generous assistance from Food and Agricultural organization the Department sponsored an Agricultural Development Extension Centre in which several seminars on methods of Agricultural Extension were later conducted. Other contributions towards adult education came from the Department's staff in several

other forms. Tutors wrote extensively for newspapers and actively participated in talks and reviews on radio programmes. There were both residential and class students. While the former consisted of industrial workers, professionals and politicians, the later came from the middle levels of society. This programme had been tremendously expanded since independence to include specialist inservice courses for professionals and more education for the educated aimed at 'life long education' in industrial education and in natural and applied Science. Adult education received a further boost when more universities were established in the country. The three of them;University of Nigeria Nsukka, Lagos and Ahmadu Bello University were to take over responsibility for adult education in their areas.

Accordingly, in 1962 when the University of Nigeria, Nsukka was established, extra mural work which had hitherto been the responsibility of the University of Ibadan was transferred to the young institution. Under the dynamic and able direction of Professor Andrew Doyle who hailed from the University of Michigan and a number of American staff, the Department developed an American-style continuing Adult education Centre on the Campus which catered for residential adult education courses for the whole of the former Eastern Region (Bown, 65:16) while Ibadan continued to serve the rest of the country.

The continuing Education Centre of the University of Lagos was established in the 60s by the university Senate to: (C.E.C: 1971)

> Promote, administer and coordinate all not-for-credit programmes offered by various Faculties and Schools of the University; to offer programmes both on and off campus to community leaders and the public generally, and on cooperative basis with individual business, labour, government, professional or cultural groups; and to maintain all programmes at a level commensunate with the high standards of the university.

In accordance with the provisions of the Senate edict establishing it, right from its inception the University of Lagos' continuing Education Centre began to play a significant role in the business and professional life of Lagos and Nigeria in general. It began offering specialist courses and seminars on appropriate subjects for large groups of people. It mounted many post-professional programmes in industry, business and business administration, government and paragovernment bodies not only in Lagos but also elsewhere in Nigeria. The Centre c cooperated with several national and international business concerns in mounting numerous highly successful seminars. (Uhlman, 1971:62). The instructional format of the programmes consisted of case studies, in-basket-exercises syndicate discussion groups, role play buzz-groups and brain storming, film slides, film strips and video tapes. The length of the programmes vary from one-day

conferences to week-long seminars or ten-week programmes. In some cases four six days intensive programmes of five to six hours a day are conducted.

As outlined above, what went on in the sister universities of Ibadan, Nsukka and Lagos in the field of Adult education indicates that even before the establishment of the Centre for Adult Education and General Extension Services of Ahmadu Bello University, a lot had been done in University Adult Education in this country. The Ahmadu Bello University was established in 1962 with three basic objectives. (Ikejiani, 1964:173). First, to provide regular and liberal courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of a university of the highest standing. Second, to promote research and advancement of science and learning and thirdly to secure the diffusion of knowledge throughout Northern Nigeria. In his official opening speech on 4th October, 1962, the first Chancellor, Late Alhaji Sir Ahmadu Bello referred to it as a 'University of the People'. So the university was dedicated to the service of the Northern states of Nigeria.

At its inception, there were already three forms of adult education going on in this part of the country. First, there was

the extension work of the Northern Ministry of Agriculture with research based at Samaru which the university naturally absorbed into its framework. Secondly, there was inservice and role education work of the Institute of Administration which also became attached to the university and developed simultaneously its own extension services. Thirdly, the university of Ibadan was operating Extra mural work in Jos, Kano, Offa, Maiduguri, Sokoto and Zaria under resident tutors. Therefore, when Ibadan withdrew its activities from these Centres and Ahmadu Bello University prepared to take them over, it found an excellently developed extension work in administration, and agriculture but had problems in promoting other forms of extension policy. This necessitated the university to invite Professor Lalage Bown, from the university of Zambia in 1969 to: (AEGES, 1973:1):

> "....investigate and report on its extension services and make recommendations for the future."

According to the Professor, she was faced with four major tasks in the investigation (Bown, 1970:3). 'The first was to study the existing extension programmes and demand made by the community on these programmes, and then sort out what overall functions the university's extension services should fulfil.' The second task was to investigate possibilities of securing the maximum coordination

between the university and the former six Northern State governments. This also included working out the cost involved. Her third task involved finding out whether there was need for the university to help service the profession of adult education by research or training or both. The fourth task was made necessary when she found out that certain facets of the university policy could affect or be affected by any extension plans. These included: (Bown, 1970:4)

1. What the university could do to its non teaching staff.
2. Means by which the university could enable older experienced persons to take university qualifications if they show themselves of the calibre to do this, even when they have no 'A' levels.
3. Means to be adopted to standardise the levels of achievement represented by non-degree awards without interferring with the principles of flexibility and the freedom of action of extension agencies of the university.

After visiting the six State Capitals and holding discussions with government officials and members of the general public to assess the need for this extension programme, she found out that there was a general agreement on it and the state governments laid

particular emphasis on four types of activities, (Bown, 1970:12). The first was training for efficiency by keeping existing staff up-to-date and being able to retain existing staff who might be tempted away from government after realising that prospects in the states might be slow. Secondly, the training should also help to orient young graduates to stand the challenge of heavy responsibility ahead of them and to give inservice to non-graduate members in service. Thirdly, much should be done in research especially in circulation of information on research findings similar to the good work being done by the Institute of Agricultrual Research. Lastly, they indicated that there was need for more general Extra mural Education. After extensive investigation and discussions with university academic staff and students alike the Professor submitted her report, University and the Community to the Vice-Chancellor in March, 1970 in which she recommended the setting up of a machinery to coordinate the work already being done in extension field in the states and at the university and the provision of supplementary extension work in Faculties not yet contributing much. The report suggested that the organization required a Chief Extension Coordinator who would be responsible to the Vice-Chancellor and guided by a Board of Extension Studies.

It was further recommended that the centre was to operate by programmes on the mass media, among others, providing relatively cheap and effective means of taking the university to the people. It was emphasised that the university should meet widespread demand in the Northern States for middle and high level Adult Education, training and research and that this work should be realised through the general extension operations. The report was debated by the University's Academic Planning Committee before it was finally adopted by the Senate when in June, 1971 they formally recommended the establishment of an Adult Education and General Extension Services Unit with Professor Bown (who had already been appointed as professor of Adult Education) as the Chief Extension Coordinator.

The University Senate and Council clearly stated the unit's aims and objectives as follows: (AEGES, 1973:3)

1. The provision of extension studies in areas not at present covered by the Institutes.
2. Acting as a clearing-house for states' requests for specific training or educational programmes, where such requests are not directed to an Institute.
3. Coordination of the whole range of Ahmadu Bello University's extension work, mainly by establishment of a forum to

enable each institute and faculty to know what the others are doing and to promote sharing facilities.

4. Operation of Ahmadu Bello University's state centres responsible for general education and cultural activities.

5. Teaching, research and experiment in Adult Education.

In order to perform these functions with the greatest coverage and efficiency, the Centre was divided into three sections:

1. The extension Coordination Section which was subdivided into: (a) mass media and (b) special programmes section.

2. The Adult Education Section.

3. The State Centres Section.

As afore-said, a mass media section was attached to the Centre to carry out its functions. Already the section is playing that role. It is the purpose of this study to investigate its programmes especially its 'Hausa by Radio'

THE PROBLEM

PURPOSE OF THE STUDY

By mass media is understood here that form of communication in which information is conveyed to a dispersed audience or readership by technical means of dissemination. This definition applies to the press, records, films, radio and television. The individual gets information and/or knowledge from mass media which is conveyed, through a selection of different signal-possibilities such as the letters of the alphabet and the morse code. The role of the mass media is generally spelt out to be the dissemination of information, education and intertainment as well as socializing the people. Nowadays, mass media have increased tremendousily awareness of the diversity of human life. An informative and normative barrier existed between different cultures; informative because people knew little about one another and normative in that what was known disparaged. We did not know about the rich lifestyles of the Sumerians, Assyrians, Greeks, Teutons and Chinese until printing was invented. Today, we are aware of the pluralism of patterns of human life, we know the great diversity of human thought and behaviour as disseminated to us in the mass media. Experience has now been reduced to

information because long ago to know about some other country required physical acquiantance, One had to travel. These days, one has to swich his radio or television at the correct time to get information on any country he likes. Broadcasting has broken down the communication barrier that existed long ago. Indeed it plays a very important role in both dissemination of information and education. It is the latter role that we now turn to.

As has already been stated, Broadcasting offers an enormous potential of educational dissemination. The phenomenal urge for education and its rising cost renders conventional instructional methods grossly inadequate. Suitably qualified and oriented teachers, equipment and learning technology are all in scarce supply in most developing countries. In this regard, educationists all over the world are agreed on the suitability and effectiveness of new education media particularly radio and television. People learn from the media consciously or not but these communication systems are used positively for educational purposes. They may supplement the formal education system, either enriching the normal programme or forming a significant integrated part of the curriculum, or carrying a large part of the teaching burden as with correspondence courses, a 'school of the air', an 'open university' and individual computerised instruction. They can

provide vocational training, teach literacy and cover a wide field of adult education.

As a medium of instruction, distance teaching through broadcasting has a number of advantages besides being an effective way of communicating some types of information. It can communicate enthusiasm and overcome loneliness and inpersonality of distance learning. A broadcast, even on radio, is in some sense more personal than a book or a correspondence lesson. In the case of television, too, broadcasts may appear personal because we can see the speaker and so benefit from his gestures, attitudes and expression. Broadcasts enable teachers to reach vast numbers of people who would otherwise not benefit from their courses.

Without exaggerating the potential of new developments in educational technology, there can be little doubt that we are on the threshold of a period that may bring new and exciting educational changes. Inspite of the weaknesses of the new media, the basic concern should be to find out the most effective ways of using them. There are still many basic questions we have to answer when we deal with these new education media. We need to know how people of different ages and from different cultural and educational backgrounds process, retain and internalise the information that is presented to them. (UNESCO, 59:24).

Both the conditions and consequences of effective distance teaching and communication need spelling out. Research indicates that new ideas and methods produce the best results when there has been adequate preparation and when the system is not taken by surprise. Research should therefore be carried out so that problems that are bound to come in the wake of innovation and use of teaching by broadcasting in particular can be anticipated and appropriate action taken in ample time. There is also need to appraise the present use of Education broadcasting so that its strength can be assessed and weaknesses rectified.

It will be recalled that radio has been used in Nigeria for educational purposes long before the inception of the 'university of the air' in the country. Schools broadcasting started in 1957 when the 'Schools Broadcast North' was formed in Kaduna. (B. Garba, 1972:1) Soon after its beginning, the Nigerian Broadcasting Corporation extended facilities for educational radio programme transmission to Western and Eastern regional governments and so each region established its own Schools Broadcasting Unit in Kaduna, Ibadan and Enugu respectively. In September, 1958, the Nigerian Broadcasting Corporation started transmitting educational programmes over its National networks. When Nigerian Broadcasting Corporation became a commercial broadcasting organization

in 1961, it continued its cooperation with the Northern and Western regional Ministries of Education although it established its own schools broadcast unit with a generous grant from Ford foundation. In the same year the government of Northern Region set up the Broadcasting Company of Northern Nigeria. An agreement was reached between the Company and the Ministry of Education under which some 'air time' was made available for Educational Television Programmes. Thus the era of educational broadcasting started in Nigeria.

Gill (1966:7) reported in a socio-economic survey of peasant Africulture in Northern Nigeria that 83% of the farmers in the Makarfi area of Zaria Province listened to Radio. Clark and Akinbode (1968:14) in a study on the factors associated with adoption of three farm practices in Western Nigeria, reported that 33% of the respondents used radio. Overseas Economic Developmnet Nigeria Limited (1969) also conducted some research on the Northern States listenership of the Broadcasting Company of Northern Nigeria and that of Nigerian Broadcasting Corporation and recorded a higher listenership for the former. Ascraft and others (Ascraft, 1969: Report II) in a study on the pattern of diffusion in rural Eastern Nigeria reported radio listenership in their studies.

Before the creation of states in Nigeria (1967), the Western and Eastern Regional Ministries of Agriculture were broadcasting regular radio programmes over radio stations in their regions. In Western Nigeria Williams (1968) found out that radio diffusion ranked second to the extension worker as a source of farm information. In the former Northern region, radio programmes were organised as far back as 1952 when one Mr. Trober entered into a contract with the government to produce radio programmes for educating farmers. When his contract ended, the Ministry of Agriculture assumed this responsibility and prepared the radio releases for broadcasting to the farmers. These 30 minute programmes were sponsored by the Northern States Marketing Board. This programmes still continue. In addition, another 30 minute community development programme was introduced in 1968. Since the creation of states (1967), Extension and Research Liaison services of the Institute of Agricultural Research, Ahmadu Bello University has been responsible for providing technical information for the programmes for both Nigerian Broadcasting Corporation and Broadcasting Company of Northern Nigeria.

These examples show that for sometime now the use of Radio has been made not only for schools but also to educate the adults in this country in general and the farmers in particular.

The recent creation of the university of the air has no doubt gone a long way in supplementing these adult education programmes. The studies in the use of radio as a means of communication quoted above have only been so limited that there is need for more study. The purpose of this study entitled:

> "An appraisal of the university of Air programmes of the Centre for Adult Education and General Extension Ahmadu Bello University with particular reference to Hausa by Radio"

can therefore, be summarised into the following points:

1. To explore the value of mass communication of long distance.
2. To evaluate the significance of multi-media work in distance teaching.
3. To establish the theoretical relationship between communication and education.

Objectives of the Study

This study therefore, hopes to fulfil the following specific objectives:

1. To investigate the need that gave rise to the Centre for Adult Education and General Extension Services' University of the Air programmes.
2. To state the function and programmes of the section and its various branches.

3. To find out the problems (staffing, administrative, financial, production, technical, communication and so on) that the programmes face.

4. To examine and attempt to evaluate one specific radio course, Hausa by Radio and try to make suggestions and recommendations for the future.

The significance of the Study

It is hoped by the writer that this study will be significant to the university in executing the functions for which the programme 'Hausa by Radio' has been established by highlighting the:

1. difference between formal and nonformal broadcasting.
2. Ideas of language teaching by radio
3. Tools of evaluating the effectiveness of the programmes.

Limitation of the Study

The Centre for Adult Education and General Extension Services as part of Ahmadu Bello University, Zaria, is specially meant to serve the Northern states of Nigeria, though other parts of the country have and will continue to benefit from its activities. This is an area which covers two thirds of Nigeria with a population of 29.8 million people by 1963 census. Two of its zonal centres, Ilorin and Maiduguri are over 400 miles away from Zaria.

This study seeks to cover the activities of the university of the Air and especially Hausa by Radio. Since the area for which the Centre caters is so vast and since Radio broadcasts cannot be restricted to a defined target audience and reach wide areas, the study will restrict itself to the target audience in 4 state Centres namely: Jos, Kaduna, Kano and Zaria only. (see figure 1).

Basic Assumptions

It is the objective of this study to examine the functions which university of the Air - Hausa by Radio programmes aim at fulfilling and the administrative set up which will facilitate their achievement. An evaluation shall be made on the strengths and weaknesses in the administration of the programmes so that suggestions may be offered where necessary for their improvement. This work will be based on the following assumptions:

1. That there is adequate planning of programmes, efficient production and sufficient Air time to broadcast them.
2. That there exists adequate coordination between the script writers and the production team on one hand and between the producers and the technical staff in the broadcasting house on the other.

3. That there is a feedback from the target audience to the mass media lecturers in the Centre as an evaluation method pointing out the successes and failures of the programmes.

4. That the production, technical, personnel and broadcasting costs are adequately being met by Ahmadu Bello University without stresses and strains and that financial problems donot hinder the smooth running of the section.

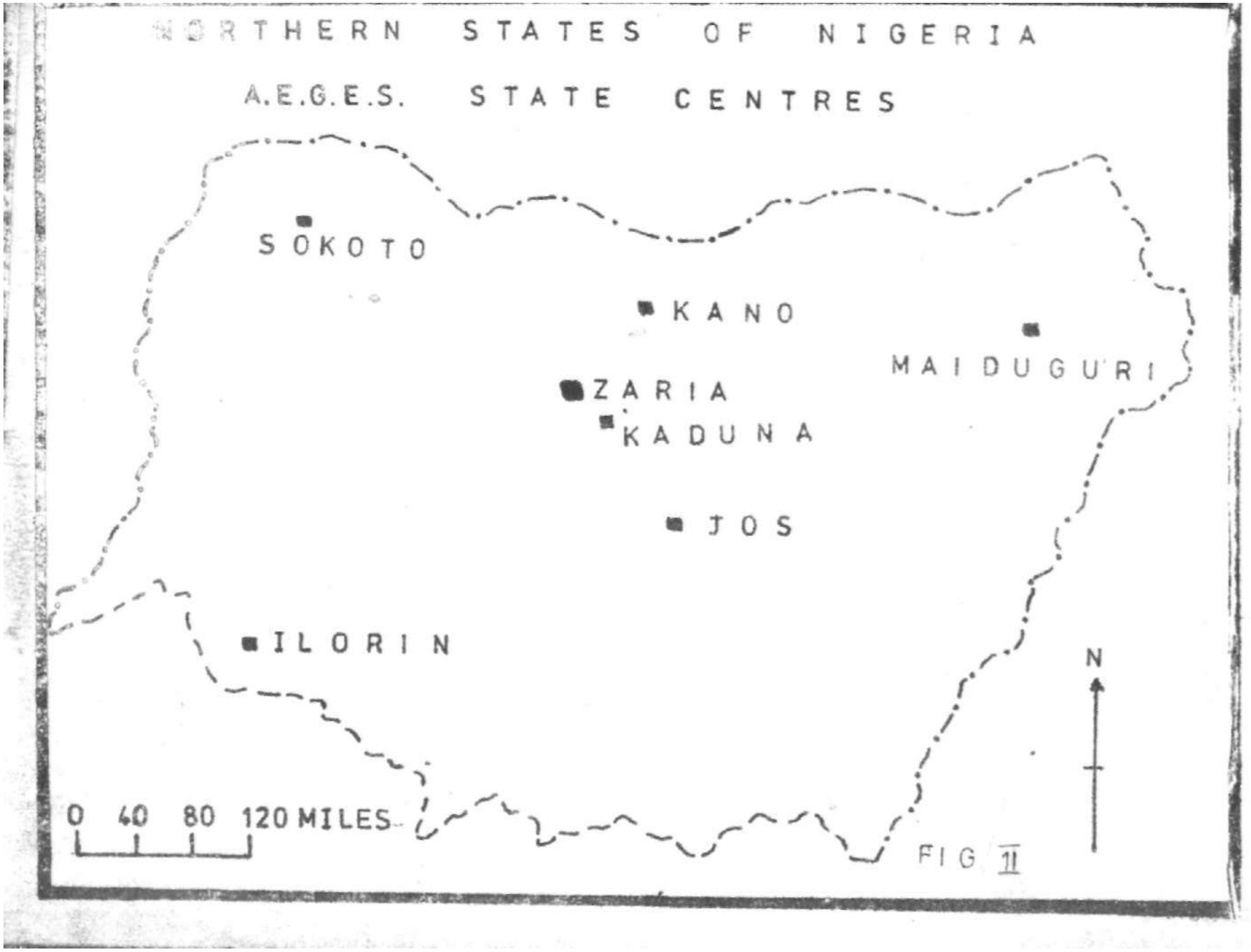

NORTHERN STATES OF NIGERIA
A.E.G.E.S. STATE CENTRES
SOKOTO
KANO
MAIDUGURI
ZARIA
KADUNA
JOS
ILORIN
N
0 40 80 120 MILES

FIG II

2. Extension work:

The definition adopted for this study is the one given by William, Peterson and Rense (1960:57) in their book University Adult Education

> "Extension work is the whole variegated increment to the university's two basic tasks of education in day sessions and scholarly research." (except for cooperative extension)

3. University Adult Education:

According to William, Peterson and Rense (1960:57),

> "University Adult Education is that portion of the total extension function that is both education and at university level". "The university has often taken on functions unappropriate to an educational institution of higher learning. The term 'University Adult Education' thus separates out the major portion of what we deem to be legitimate within the total extension function."

4. General Extension Division:

> By 'General Extension Division we mean the formal unit of the university assigned to administer its Adult Education, or rather a portion of it. Roughly synonymous terms are "Division of Continuing Education" "Community College" and "Extra mural Department."

5. The University of the Air:

> The university of the Air is defined as "the title given to the sustained educational courses, in which radio or television and other media are used. Individual radio programmes are also mounted by the Centre for Adult Education and General Extension Services, but are not part of the University of the Air."

6. Mass media

The definition adopted in this research is that one given by Nelson Henry in his book Mass Media and Education (Nelson, 1954:1) where he defined mass media as:

> 'those instruments of communication which can convey identical messages to large numbers of persons who are often physically separated. The identical messages may be printed, as newspapers, books, pamplets, comics and magazines. They may be on film, as in film strips, and motion pictures. The mass media also include television, radio and recordings'. "We do not use the words Mass Media in the sense of media for the masses."

7. Educational Media:

> It is defined for the purpose of this study as that form of instructional communication in which information is conveyed to a dispersed audience or readership by technical means of dissemination such as the press, records, films, radio and television.

8. Programme Production:

> The two-fold process of identifying the needs of the target audience and demands of society and planning educational experiences to meet those needs and demands. It involves planning, processing, recording or video taping and presentation.

. TECHNIQUES AND RESEARCH METHODOLOGY

The statement of the problem giving rise to this study shows that before any meaningful suggestions and recommendations could be given to The Centre for Adult Education and General Extension Services either for expanding or improving the quality and effectiveness of

their university of the Air programmes "Hausa by Radio", it would be necessary to analyse these programmes and identify their points of strength and weakness.

1. Review of related literature:

As this study was documentary and descriptive, the criteria used in developing an analytical scheme are derived from reviewed literature on Education in Nigeria, research reports on Radio study groups in Europe, Asia and some African countries notably Tanzania and Botswana. A review was also made on general theoretical basis of mass media as background material, experience of both African and non African countries in various uses of mass media. A fairly thorough review of UNESCO publications on Teaching by the New Educational Media in India, Niger, Ivory Coast, gave a great deal of insight into this study. The content areas of the study were also derived from a review of the programmes developed and used by the Schools Broadcasting Systems in Australia, Britain, Japan, Ghana and Kenya. The annual reports, official publications, other documents and press commentaries from AEGEs' University of the Air gave the author a great deal of interest and background information necessary for this study. A review was also made on Radio Farm forums and teleclubs in Italy, France, Ivory Coast, India and Niger.

2. Questionnaire and Interviews

To carry the study to its logical conclusion, the writer prepared a set of questionnaire directed to the target audience of the programme 'Hausa by Radio'. In addition to this, the author held a number of interviews with the staff of mass media section of the AEGES, programme production team, other members of staff of the centre, some technical staff in the Radio Studios in Kaduna and a random sample of the students of the programme.

3. Observation

The author watched many of the units' programmes being produced and listened to radio broadcasts in Kano, Jos and Zaria to assess quality of reception.

4. Summary, Suggestions and Recommendations

The analysis was summarised by means of tables, and on the basis of the findings from this analysis, conclusions were drawn and suggestions and recommendations were made for improvement of the effectiveness of the programme.

CHAPTER THREE

REVIEW OF THE RELATED LITERATURE

Much has been written on the use of MASS MEDIA in education, literacy teaching adult education and history of education in Nigeria; but only a brief summary of the work done on problems very closely related to the study at hand will here be given.

1. Background Literature: (a) Mass Media and National Development

Wilbur Schramm (1964), in his book Mass Media and National Development points out that mass communication has a role to play in national development. It can speed up the process and encourage investment. It can substitute untrained teachers or support them. It can extend the opportunity to learn, beyond the school, to the home and the community. He recalls that the United Nations Commission on Human rights has called information a right and adds that an adequate flow of information is required for knowledge to be shared between those who have more of it and those who have less on any given subject. An adequate flow of information is needed if the ordinary people of a country are to be brought into the decision process.

He (Schramm, 1964: 38) described three roles played by information media the watchman role; the policy role and the teacher role. He argued that when society was primitive, they had certain information needs. The tribe had to post a watchman to scan the horison and report on dangers and opportunities, for instance, to bring word when a hostile tribe came into view or when a herd of animals was seen within hunting distance. This was the watchman role. After receiving such an information the leader or council of elders would have to take a decision, explain the situation, issue orders and allocate responsibilities. That was the policy role of information. But not all tribal policy was decided by a council in response to an unexpected emergency; much of it was determined by a code of beliefs, customs and laws, and the task was to teach these beliefs, customs and laws and the necessary skills of tribal life, to new and young members of the group. (Schramm, 1967:2). That was the teacher role of communication.

The author contends that in modern days the exchange of information has become less simple as a result of the development of mass media but the same information functions continue to be the basic ones. The job of watching the horizon is largely assigned to the news media-reporters, news agencies and so on. The job of policy making is assigned to government but the mass media enter powerfully into the process of shaping public opinion and action.

The task of socialising-teacher role-new members of society now has been turned to schools, textbooks, radio, television and films. Institutions of Adult Education and specialised instruction have also been created for this purpose.

The mass media have a particular importance in that they are the great multipliers. Their presence makes a significant difference in the level of information even among people who are unable to read the printed word and do-not have access to the electronic media. This takes place through the diffusion process. On their use to combat illiteracy in the developing countries, the author said about 90% of all the adult illiterates live in this region of scarcity. In 97% of all the countries of Africa and 70% of all the countries of Asia, less than half of the people are literate. He said that where the mass media are most needed is where the literacy base of media is lowest and pointed out that through the use of mass media, many countries such as India, China, Libya and others have succeeded in reducing the rate of illiteracy among their people.

Schramm emphasised the need for effective use of mass media by pointing out that if they are used without adequate knowledge of the local culture they risk being counter productive. This he argued, is true, because they cover larger areas, operate from a distance and get less feedback from their audiences. An efficient use of the mass media for economic and social development implies that they should be as local as possible, their programmes should be

prepared by persons who understand the cultures to which they are speaking, and means should be available for the audiences to report back to the media.

The mass media can help substantially in all types of education and training. They have proved themselves under many different conditions in and out of school. They have proved their ability to supplement and enrich schoolwork. Where teachers and schools are scarce, they have proved able to carry a very large part of the instructional task themselves. They have proved to be of great help in adult education and literacy training. And they have been very helpful in training for industry and technical services, and for the inservice training of teachers.

(b) Mass Media and Literacy work

In a paper considering the contributions of mass media to the teaching of literacy, the French National Commission for UNESCO (1968) advanced the general hypothesis that literacy in a developing country should be regarded as a "practical matter and, indeed, as a means to an end". The commission said literacy is a means to create more useful, more productive citizens and to speed up national development. They urged, therefore, that its content must relate to the needs of the community and the development plan. Its incentives must grow out of assurance that to learn to read is a good thing from the point of view of the community and the individual, and will pay a reward in jobs and position within the

community. The developing countries have realised the potential to supplement their school teaching literacy with out-of-school classes on television, radio or film. At the Unesco Experts meeting on literacy, in June, 1972, 13 of the 67 countries reported that they were broadcasting literacy courses by radio. Others such as Italy, Brazil, Mexico, UAR, Guetemala, Ivory Coast, U. S. A. and Kenya reported that they are now teaching literacy by television. It must be remembered that the French paper talks about functional literacy - a form of literacy which prepares the illiterates to do their jobs better. Another form of literacy is just teaching the illiterates to read and write without necessarily preparing them for an occupation. Further, it should be noted that literacy cannot be taught by radio as such. Radio can only supplement it. It is easier taught by television than by radio. Not withstanding this however, the above examples show that the significant role the mass media can play in eradicating illiteracy is fully realised by both the developed and developing countries.

(c) Nigerian Education

The present section deals with indigenous education, Islam and Western Christian education in Nigeria. It particularly deals with the education of the illiterates as background to this study. This is because the illiteracy rate in Nigeria is about 85% (UNESCO, 1968) and because such a study can be a basis to examine the extent to which Western education has been developed in Nigeria.

A useful source was found to be: Professor B. Fafunwa's History of Education in Nigeria (1974).

It will be recalled that in old African Societies the purpose of education was functionalism. African society regarded education as a means to an end. It was an induction into society and a preparation for adulthood. African education emphasised social responsibility, job orientation, political participation and spiritual and moral values. Education in old Africa was not rigidly compartmentilized as is the present system. Today, educators are beginning to talk about universities without walls, schools without classes and subjects without grades. This is what education was in old African Society.

The objectives of traditional African education in Nigeria like elsewhere in Africa were:

> development of the child's physical skills; development of character; inculcation of respect for elders and those in position of authority; development of intellectual skills; acquisition of specific vocational training and development of a healthy attitude towards honest labour; developing a sense of belonging and participation in family and community affairs; understanding, appreciation and promotion of the cultural heritage of the community at large. (Fafunwa, 1974:3).

In Nigerian society there were various types of tribal societies with age sets and numerous associations or title societies all of

which served some educational purpose in society. Youths grew up in their age set, and were subject to the educational and other authority of its seniors. They were given instructions in morals, native laws and customs. They took part in recreation of all sorts. They needed doctors (witch doctors), builders and so forth. These were found among them. They were men who were well-trained according to the standard of the society. There were several other fields of specialities in which people were qualified as "Doctors". However, when the Christian missionaries came to Nigeria and Africa in general, they termed everything these trained men did "pagan" "diabolical practices" "demon-possessed" and so forth.

In Nigeria, Islam predated Christianity by over 300 years. In Northern Nigeria, for instance, there were Koranic schools long before the advent of the British and Christian missionaries in Nigeria. These schools, however, concentrated on teaching the reading and intepretation of the Koran, although early contributions of Islam to the advancement of knowledge cannot be minimised. When formal education of a "western type" was introduced, the first main objective was to use the school as a means for converting animists and muslims to Christianity. The British officials were themselves Christians and so British occupation of Nigeria was therefore synonymous with christian evangelism. The Primary and Secondary Schools were christian-oriented. The missionaries by and large were able to carry out their mission with the approval of the British officials.

repair school buildings and teachers houses. In 1949 the Department of Education in Lagos took a bold step and circulated a memorandum of fundamental education for adults employed in commerce and industry. This was a set of guidelines on adult education. Thus the era for formal adult education in this country began when in 1951 the Central Board of Education accepted a national policy on adult education.

2. Literature related to Experience of Non-African Countries in use of Mass Media for School and Adult Education.

In The new media: memo to educational Planners. Wilbur Schramm, Philip Commbs, F. Kahnet and Jack Lyle, all of UNESCO: 11EP (1967) (the authors) observed that the new media are being used to help instruction at every level-primary, secondary, higher education and preschool. They are used to train and upgrade teachers; to extend education to pupils who have no school buildings and often no qualified teachers. They are used to teach literacy and to help carry adult education and developmental activities into the community. In a review of the variety of uses to which these media are being put, they cited many cases all around the world and in this section, the researcher will quote a few of the case studies cited by them, using both their work and other relevant literature.

(a) The United States of America

Under this subsection three case studies will be quoted namely the Hagerstown, MPATI and Chicago cases in that order.

(i) Hagerstown

Hagerstown is the administrative centre of Washington County Maryland, between Washington and Baltimore on the Coast of the United States. Its school system was the first to use television in a large way to carry out a major part of the curriculum. Television for school use started in this country in 1956 and has since been used to teach music, art, and science throughout the education system. It is also used for inservice training both by offering special courses for teachers and showing examples of excellent teaching. It is believed by community leaders, teachers and supervisors of education in that county that television can: motivate, stimulate, inform, demonstrate, develop ideas, show applications, enrich back grounds, provide common experience, suggest activities or challenge pupils; and that television could not handle classroom discussion, clear up misunderstanding; provide for preparation or follow up; or direct applied activities. They have also decided to use television as an integrated part of school facilities. In Hagerstown television has been made local. All the studio teachers have planned its use. Almost no programme material has been borrowed from outside. Television teaching has been treated as part of ordinary teaching. Now, in the first six grades,

almost 10% of class room time is devoted to television, with another 4% available as elective material. In grades 7 and 8, about $\frac{1}{3}$/of the time is given to television; and in grades 9 to 12, about 17%, with an equal amount available as electives. Almost every course has a television component, and it has proved possible to share a great deal of specialised teaching. On the average, twenty eight programmes a day, 140 a week, are transmitted. Nearly 95% of these are alive. Schools use reviewing rooms such as Cafeterias and vacant auditoriums. Each television lesson is followed up by a session with a classroom teacher.

(ii) MPATI- A step toward the educational satelite

The Midwest Programme on Airborne Television Instruction was initiated by a number of educators in the United States who were concerned with the problems of education in the future. Population explosion, rise in the per capita cost of educating the United States student and the rapid rate at which knowledge becomes obsolete all posed problems of how to provide a higher quality of education, how to provide it to an increasing number of students and how to provide it without increasing costs beyond economic capacity. Television had already proved to them that it could be used effectively along with live classroom instruction. MPATI was started, thus to serve a large number of students with programmes from airborne transmitters.

It was an expensive project. About $17 million were used to develop it, $5 million of which were provided by the Ford Foundation. This was the second project to be supported financially by the Ford Foundation, the first being the broadcasting system in Hagerstown. The project now broadcasts 24 lessons a day, serving over 450,000 students with a little over 1 million pupil hours of television each week. Another half million students are viewing MPATI courses recorded and broadcast from ground stations in their own areas.

Technically, it has been found out that airborne broadcasting is effective over a 400-mile circle (i.e. 200 mile radios), and may indeed be a practical way to serve areas intermediate between ground-station coverage and statellite coverage. It has been found out also that reception is good although at some distance it requires aerials and booster amplifiers. The most important lesson to be learned from MPATI experience is the difficulties and problems of serving a very large number of different school systems over which there is no central authority. In the MPATI coverage are hundreds of independent school districts, each of which has a different board of education, a different curriculum, a different schedule, and different ideas as to what it wanted from television.

MPATI tried to meet the different needs of these units by creating a regional organization which would preserve local educational autonomy but still allow local districts to participate in an educational service none of them could afford alone. A corporation now runs the affairs of MPATI. Purdue University and a number of other universities have cooporated with schools in their area in programme production and utilization. In addition to organization, MPATI devotes a lot of time and its budget to maintaining relations with its member schools giving them engineering counsel, conducting orientation workshops for teachers, furnishing them with lesson guides, soliciting their comments and advice on the programmes and schedule.

(iii) Chicago - College at Home

The Chicago Junior College enrolls about 25,000 students on three campuses. Inspite of this number, there are many people who need college education but cannot attend regular classes. In 1956, Chicago began to broadcast Junior College courses for this group of people to find out some problems and possibilities of offering higher education on television, the demand for such service and whether courses on television might alleviate the needs for additional classroom space in the campuses.

The programme has run for many years now and a complete Junior College Curriculum is on the Air in Chicago, using facilities bought and hired from the local educational television station. About 25 hours of instruction per week are regularly offered. The Chicago Junior College uses its own teachers, designs its own television courses and prepares its own supplementary materials. Requirements - entrance, credits, examination - are all the same for television as for resident students.

The demand for the service has been considerable. In over ten years, approximately 100,000 different individuals have registered for over 153,000 course enrolments. These figures show that the average television student is more interested in specific courses than in a college degree. Nevertheless, 122 students have earned the degree entirely through television courses, and 1100 others by a combination of television with some campus courses. A large number of others are in the degree programme at present. The academic performance of the home students has been excellent. Research results indicate favourable comparisons of home students' work with that of classroom students. Some sort of contact sessions have been arranged for television students who may also use telephone to consult their teachers.

One of the more encouraging findings from the Chicago experience is that a city college can offer television opportunities of this kind, using its own teachers, making its own materials and not lowering its academic standards.

(b) Italy - A Pioneer attack by television on illiteracy

The Italian Telescuola programme, Non e mai troppo tardi (its never too late) is one of the earliest large scale efforts to use television to eradicate illiteracy and give fundamental education. This programme, which started in 1960, is a joint activity of the Italian radio-television and its Centro di Telescuola and the Ministry of Public Instruction. It has been favourably received. Enrolment has varied considerably but it is estimated that even now 15,000 adults meet three nights a week in about 1,000 viewing centres throughout the country to view Non e mai troppo tardi and practice what they have learned. The 30 minute programme is at two levels: beginning and advanced. Content is designed where ever possible to build knowledge in mathematics, history, geography and other subjects.

One of the most significant results of the Italian experience with illiteracy teaching has been the gradual shifting of responsibility from the television teacher to the monitor who does the actual teaching and supervises the practice. Television serves to stimulate learning, to pace the course, and to enrich the class with materials not likely to be available to the classroom monitor.

(c) France - Rural discussion groups.

Wilbur Schramm, (1964:152) quoting Louis, Rovan and Dumazedier, who carried out a survey in France, reported that in France, rural discussion groups were organised around television. Just like the Farm Forum Clubs in India, programmes are beamed for group viewers on specific topics ranging from farming to modern technology. After the television programme is over, the viewers discuss what was telecast under the direction of their group leaders. They answer questions posed to them by the programme presenter and send back the questions they would like answered to the producers. After a thorough research, the authors reported that the programmes have been found to do precisely what it was hoped they would accomplish: Carry information to their members and result in desirable attitude change. The evaluators discovered another thing of some importance about the clubs: that they are more effective when the broadcast topics are selected and programmes planned in cooperation with prospective viewers. This finding is significant in the use of mass media in adult education because it emphasises the role of the viewers in the programme formulation and production. It also points to the need for local production of programmes and particularly in development information.

(d) Multi-media distance teaching in Australia

For over twenty years now correspondence lessons have been supplemented by regular school radio broadcasts of the Australian Broadcasting Corporation. Recently, special broadcasts have been added for correspondence students only. The Flying Doctor radio service has been made available two and half hours a day for correspondence purposes. It is a two way transceiver system, ordinarily used by families in the outbreak to consult physicians or ask for help by radio. It enables the correspondence students to talk with their teachers and with each other and so combats the shyness and inarticulateness that sometimes come with isolated study. Radio broadcasts especially the two way Flying Doctor radio have helped to establish contact between pupils and their teachers and school.

In a study by the centre for educational Development Overseas and the Commonwealth Secretariat: New media in Education in the Commonwealth, London, (CEDO, 1973:2-3). It is reported that the educational broadcasting service of Australia provides educational broadcasting radio and television programmes for schools in the six states of Australia and Papua New Guinea. The Australian Broadcasting Commission is responsible for the service, although advice about programme areas of content is provided by committees

representing all forms of organised education within Australia - the Australian Department of Education, the state education departments and independent schools. The Schools Broadcasting Service is organised by the Australian Broadcasting Commission's Education Department which is self contained with the programme division and is under the control of the Director of Education who has a section in each of the six states and another in Papua New Guinea. Policy is formulated by an advisory committee under the chairmanship of the A. B. C's Director of Education. In each state, there is a similar advisory committee to deal with state policy and programmes. These various advisory committees, with subject specialists from schools and curriculum research branches help with the formation of each separate series.

Educational Radio programmes began in 1932 while Schools Television programmes were first transmitted officially in 1963. Presently about 90% of the schools are equiped with radio sets while 74% have television sets. Schools Broadcasting covers 36 weeks on both radio and television. Programmes are transmitted to both primary and secondary schools. Radio programmes include social studies, health, contemporary geography and music while programmes for secondary schools are social studies, history, drama, and history of Australian painting.

(e) Schools Broadcasting and the Open University in the United Kingdom

In a book: Sound and Television Broadcasting in Britain, 1969 published by Central office of Information London, it is stated that in 1924 the British Broadcasting Corporation started a series of experimental sound broadcasts for schools and these were continued when the corporation took over all broadcasting services in 1927. In 1929, the programmes for schools were placed on permanent basis under the sponsorship and guidance of a 'Broadcasting Council for the United Kingdom' whose members include representatives from professional associations of teachers and local education authorities. There are however, separate councils for Scotland and Wales and a committee for Northern Ireland. These Councils are responsible for determining the general policy for schools broadcasting and the scope and purpose of each series.

The permanent staff includes a team of 22 education officers in various parts of the country who visit schools, meet teachers, and report on the classroom response to broadcasts; some of these officials are subject specialists. This communication between the schools and the producers enables the series of programmes to be closely integrated into the schools' time-tables.

The planning and execution of the Broadcasts on which the BBC spends about ₦4,350,000 annually are the responsibility of the BBC Schools Broadcasting Departments in Radio and Television. In 1964, the Independent Television Authority (ITA) which was set up in August 1954, set up an Educational Advisory Council which was to look into the problems they faced with educational programmes. The I.T.A. works closely with B.B.C. Radio Broadcasts to schools cover most of the curriculum, including modern languages, music, drama, history, current affairs, science and religion. There are 70 broadcasts each week during term time. 'Radio vision' programmes whereby radio broadcasts are taperecorded by schools for use in conjuction with a film strip of coloured pictures produced also by the B.B.C.

Since 1957, both the BBC and ITA have provided television broadcasts for schools (30 programmes each week) half by BBC and the other half by the ITA. Programmes now include, mathematics, modern languages, social history, geography, current affairs, economics, sociology, archaeology, music, drama and careers. There are also special programmes broadcast for backward children.

In order to help teachers understand the value of educational television, the ITA has offered a number of school teachers fellowships for short courses at various universities in Britain. The School Broadcasting Council is also developing a training research scheme for lecturers involved in teacher training.

Due to the tremendous success and effectiveness of educational broadcasting, the government announced in 1962 that additional hours of television broadcasting could be authorised for adult education programmes under a formula to be agreed between BBC and ITA and the educational authorities which would help viewers towards a progressive mastery or understanding of some skills or body of knowledge. It was estimated in 1968 that 32,000 schools (more than 75% of all schools in the United Kingdom) were registered as listening to one or more series of the sound broadcasts to schools.

In January, 1971 a new university began in United Kingdom. It is called the Open University and is quite separate from other universities. It has its own charter and is open to students living anywhere in the United Kingdom recruited mainly from among those over 21 years of age. Its main objective is:

> To provide opportunities, at both undergraduate and postgraduate level of higher education to all those who, for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education. (HMSO, 1969)

According to a book The Open University Opens edited by Jeremy Tunstall, study in the Open University consists of a combination of correspondence courses, radio listening, television viewing and periodical tutorial courses. There are no formal entrance

requirements, but examination requirements at the end of each completed course are as exacting and vigorous as those for regular full time students.

The nucleus is correspondence study for all courses, supplemented by radio and television programmes, produced by the BBC - 30 hours of radio programmes and 30 hours of television programmes per week. In addition to home study and to broadcasts, regular students have to attend occassional tutorials and short residential courses. Study guides and other materials are offered to every one wishing to follow the radio and television programmes without registering for credit.

The Open University is planning to provide refresher courses for industrial workers as well as liberal type of education for the general public. It will also provide postgraduate study courses for specialists of different professions - (Waniewicz, 1972:25).

(f) Japan - Multi media - distance teaching

A survey carried out by UNESCO reported that correspondence education was instituted in 1948 as a partial answer to the problem of lack of adequate facilities for all the children who qualify to enter upper secondary. Since 1951, radio broadcasts have been a regular part of the correspondence study.

Television was added in 1961. NHK's (Japan Broadcasting Corporation) Correspondence School, opened in 1963, where a combination of Broadcasts and correspondence schooling can be studied, now has over 100,000 correspondence students working on a given schedule making correspondence study more like classroom work. Broadcasts are used for enriching and assisting students. Contact sessions of 20 days a year are also compulsory. The broadcasts are organised to fit in the school curriculum. Opinion surveys taken by NHK Radio and Television Culture Research institute give all appropriate feedback from the programmes. Lessons are properly planned by experts in the various fields before they are produced and broadcast to students. Japanese authorities regard the combination of Broadcasts and correspondence study as important and powerful. The broadcasts help to motivate the students, make their work habits regular, explain difficult points to them and give them a classroom flavour they would otherwise miss.

India - Radio forum

The large Indian subcontinent provides communication problems for the people. It is difficult to maintain contact with the rural people. In 1956, a radio forum technique for rural people and promoting innovation was tried in 144 villages in the vicinity of Poona in South West India. Forums of about 20 members were organised in each village. They listened to a 30-minute radio

programme on agricultural or community development, then discussed it, and decided whehter to take any action on it in their own village. The project was a big success. A research scheme built into the pilot project came up with favourable results. As said before, the rural radio forum had 20 members selected to represent the village leadership. They had a chairman and a secretary. They meet twice a week in the evenings and hear a broadcast of 30 minutes which usually includes some news from the participating villages, answers to questions sent by the forum members and a talk by an expert or a panel. After the broadcast the chairman presides over a discussion which may last 30 or more minutes depending on the interest. The discussion allows decisions to be taken on adoption of new practices or programmes. There is an element of practicality in it. The secretary records what is decided and questions which need to be answered which he reports back to the regional headquarters of the forum.

3. Experience of African Countries in the use of Mass Media for School and Adult Education

In this section literature on the use of mass media in a few African countries related to this study is reviewed as follows:

(a) Niger - Radio vision and Radio clubs

With a population largely rural, a very low rate of literacy, only about 10% of the children of school age in school,

(UNESCO:11EP; 1967) Niger has worked hard to solve her problems. It has used projected pictures and radio broadcasts in order to support literacy teaching with 'radio vision'. The authors report that there were 42 radio clubs in Niger designed so that village people take active part in producing the programmes and participate in discussion forums on them. Television is used along with classroom monitors to teach children in the beginning grades. The project is said to be significant in the sense that in the words of the authors:

> Niger had very few teachers in 1965 when the project started. In all there were 66 teachers, 456 assistant teachers, 717 monitors..... Since there is no likelihood of being able to increase the proportion at the present period, Niger will have to depend on teaching by monitors..... If it has to have teachers. (Schramm, Coombs, Lyle and Kernert, 1967:25).

The authors observed that the bad situation was made worse by the expansion of secondary education which robbed the best qualified elementary teachers away as they were taken to teach in the lower forms of secondary schools. This situation made the alternative use of television necessary to supplement teaching and teachers in the elementary schools. The school television curriculum included daily lessons in spoken French, reading and writing lessons. Arithmetic was taught emphasising the association of numbers with objects and figures. When the experiment was evaluated,

the authors report that it was found out that there was evidence that a combination of monitors and television did not only produce satisfactory learning but would also improve the average level of classroom performance.

The use of radio, as was mentioned earlier on, is widespread in Niger. It is built around listening groups which meet once a week or more to hear and discuss radio programmes specially prepared for this purpose. The radio clubs participate in the making of the forum broadcasts. 42 organised clubs were reported by the authors. Discussion topics and certain questions are supplied to the clubs in advance of the meeting. Views are compiled, taped and sent to Niamey for editing. Parts which are selected are produced as the weekly 40-minute club programme. The clubs then meet to hear the broadcast and hold discussion on it. After the discussion, the club leader sends a report to the central headquarters.

(b) Ivory Coast - Fundamental Education for Industrial Workers.

The authors observed that the 'Gaston Berger Resolution' introduced by the French delegation and adopted by the UNESCO General Conference in 1960 noted:

> The apparent impossibility of very soon ridding the world off illiteracy by traditional means, and invited the nations of the world to consider the possibilities of using new techniques for the purpose.

The Ivory Coast project, like similar projects in French speaking countries, was influenced by this resolution. As the authors observed:

> It was aimed at giving the fundamental skills of reading and arithematic to a number of workers in Abidjan who were being trained to become middle-level supervisors. (Schramm, Coombs, 1964:53)

It began and developed in stages. First groups were taught with the assistance of visual aids of various kinds, then closed-circuit television was used until 1964 when Ivory Coast got her first television station. As in Niger, the programmes are watched by workers under the supervision of monitors who provide a place for the group to meet.

The programmes are one hour 15 minutes long and are followed by another 45 minutes of class work under the direction of the monitor. Sixty programmes are broadcast each year, each one being repeated the next day in order to offer more flexibility in scheduling the listening groups. All the literacy teaching is in French because there are too many local languages to teach on television. In early 1966, twenty-three viewing groups, totalling 750 adults, were following the programmes in Abidjan and 37 groups in the interior of the country. So far there is every indication that the project is meeting its aim of training one thousand or so workers in Abidjan designated for advancement to middle-level supervision posts satisfactorily.

Another adult education project involving mass media found in Ivory Coast, other Francophone African countries as well as Ethiopia is under the auspices of INADES. Under this programme radio is used with contact sessions to train adults in specific skills and careers such as agriculture, carpentry and so on.

(c) Togo - The rural forum in another setting

The same authors (Schramm, Coombs, Kahnert and Lyle, 1967:60) quoted above, in their survey reported the use of a radio rural forum which meets six times a week. For the first five days, five government services alternate in presenting a programme on their particular field of responsibility for development. These are:

rural economy (Monday)

public health (Tuesday)

five years plan (ministry of interior, Wednesday)

education (Thursday)

social affairs (Friday)

(Schramm, Coombs, Kahnert and Lyle, 1967:60)

Each day the programme is twenty minutes for each of the two languages (ten minutes news and ten for educational news) followed by 15 minutes in french. On Saturday, the entire programme is devoted to answering questions and reporting decisions from the village forums. The monitors are selected and trained leaders who select

the forum members from among the villagers. They are in charge of meetings, reporting on attendance, decisions and questions. Some of the reports make very reasonable and practical suggestions as to what government and other villages might do and ask searching questions.

Some of the basic problems faced by the forums as reported by the authors are similar to those in India. They include difficulties of replacing batteries, delivering the monitor's (animateur's) reports on time, lack of coordination of the rural forum with other development programmes and so on. Inspite of these difficulties however, the reporters are satisfied that as in India 'rural forum' is succeeding in Togo. This is testified by the following figures:

(a) April - November 1965 173,000 listener hours

(b) April - November 1966 684,000 listener hours

December 1966 1,140,000 listener hours

and 1,000 clubs in operation.

(d) Ghana - Educational Broadcasting

In a review report: New Media in Education in the Commonwealth, London, (CEDO, 1974:3) has reported the establishment of School radio in Ghana in 1957 under the auspices of the Ghana Broadcasting Corporation, a service responsible for the educational service in

the country. The report added that Educational Television was first transmitted in pilot form in 1965. It is observed in the report that both educational radio and television programmes are used to supplement class teaching in the primary, secondary schools and training colleges. The Ministry of Education and the Friedrich Ebert Foundation cooperate with the educational service, which is controlled by a Director General, and comprises both the sound radio and the schools television section of the Ghana Broadcasting Corporation. The governing body is a Schools broadcasting advisory committee with representatives from the Ministry of Education, Ghana Broadcasting Corporation, Television and school teachers.

A total of 280 schools and colleges have television receivers serving a total potential viewing audience of 80,000. The television programmes are all in English and are designed for primary, middle and secondary schools, training colleges as well as the general public. The radio programmes on the other hand, cover English, Drama, and music for primary schools and french for secondary schools. The educational service programmes in Ghana are very few and do not seem to cover the whole curriculum for schools. Expansion of the programmes is however planned.

(e) Educational Broadcasting in Kenya

The voice of Kenya is a National Corporation and forms part of the Ministry of Information and Broadcasting. The Schools

Broadcasting division provides support to primary and secondary teachers through educational programmes designed for use in the classroom and for teachers' personal listening. It also conducts experiments in the provision of material through other media systems.

The Ministry of Education is responsible for the service which is run with the assistance of the voice of Kenya. The Schools Broadcasting division was set up in 1963 as part of the then Kenya Broadcasting Corporation and in 1965 the division became part of the Ministry of Education. Pilot projects in educational television and tape/slide were started in 1972. Policy is directly controlled by the Chief Inspector of Schools. The production staff of the division is under the direction of the Head of Schools Broadcasting.

4. Evaluation of Specific Media Education Projects in Africa

A lot of mass media work is being undertaken all over Africa. There are literacy projects, pilot and radio learning projects all being carried out in various countries in the continent. In this section, the researcher will review evaluation reports on projects in Tanzania and Botswana, both University and non University.

(a) Non University evaluation reports

In Tanzania B.L. Hall (1974) reported an evaluation of a radio study group campaign entitled: Wakati wa Furaha. This radio study group campaign contains both organised listening group and the study group. It operates on the assumption that in order for learning to

take place, dialogue must occur not only between the group leader and the members, but among all of the members of the group. This method rejects the authoritarian role of the teacher and stresses that the group leader is trained only in stimulating and coordinating the study of the members, but is not an authority in the subject matter studied. The author pointed out that such a policy is in line with the 1971 TANU guide lines which stated:

> If development is to benefit the people, the people must participate in considering, planning and implementing their development plans! (TANU, 1971)

It will be recalled by the reader that organised listening groups have been in operation in many countries for several years. Literature on some of these has already been reviewed in this chapter. However, one best known example which was not mentioned in the review of the listening group concept is the Canadian Radio farm forum. It was designed in the 1950s to further the development of those areas in Canada not reached by the more conventional methods of study. As mentioned earlier in this chapter, similar techniques were used in India on a larger scale, (Schramm, 1967). The method aims at maximising the wide distribution of the radio in rural areas. In order to balance the loss of interaction between effective learning and one way communication, groups are organised of people who will listen to the programme together and then discuss the material presented. In this way the advantages of the face to face learning situation can be combined with the wide distribution of the radio.

Similar considerations led to the organization of listening groups in Tanzania. The first programme called Kupanja ni Kuchagua (to plan is to choose) was a small scale project based on a radio programme popularising the Second five year Development Plan. Its success led to a larger trial in 1970 which concerned the 1970 parliamentary and presidential election - it was called Uchaguzi ni wako (the choice is yours). The third project, Wakati wa Furaha (time for rejoicing) was not only organised listening group but was also a study group. A study group according to the author is:

> 'a group of voluntary members who receive printed study materials from a central organization on various topics of interest'.

A study group has got a trained leader to organise and operate the meetings of the group. A study guide is provided to assist decision on the pace of study and supplies suggested discussion topics. This concept, examples of which can be found in Sweden, has been put into practice through the cooperative Education Centre in Moshi, Tanzania for several years.

The main aim of Wakati we Furaha, which was both a listening group and a study group, was to link the campaign to the celebrations of the tenth anniversary. It was felt that the campaign should attempt to create a deeper sense of national awareness:

> "to help people feel that whoever they are, wherever they live, and whatever they do, they are all Tanzanians.
>
> ..... by tracing the development of Tanzania from the distant past until the present day, by highlighting the achievements since independence, to give people a good reason for regarding the 9-12-71 as a time for rejoicing."

The campaign was primarily aimed at organised study groups supported by printed materials and regular radio programmes. As most of the groups were in the rural areas, the emphasis was on rural development. And as independence was the theme of the studies, it was further decided to devote most time to progress since 1961.

One of the goals of the campaign was to achieve a national pattern of operation. The evaluation results show that the campaign met this goal, as 45 districts operated study groups for about 20,000 people. Another point where the campaign succeeded was in reaching the rural section of the population, as 75% of the group members were farmers and over 40% of the group leaders themselves were farmers, (HALL, 1974) Thus the campaign actually reached those people with the greatest need for education. The success of the Wakati wa Furaha campaign, particularly from the organizational point of view and the potential for still more effective campaigns has encouraged the Institute of Adult Education

and other agencies to begin planning another programme. The active participation of the people in rural areas in learning through discussion and dialogue is an integral part of the development process.

(b) Evaluation of University Projects

(i) Tanzania

Radio Programmes 'Elimu Ya Siasa' is a research report in the studies in Adult Education series of the Institute of Adult Education, the University of Dar-es-salam, Tanzania. The evaluation survey was carried out and reported by Evan Erichsson, and Rommel Z. Mauma; 1973. In this report the authors emphasise two points of special interest to adult education and this study. First is the fact that it appears that rural correspondence students have more chance to listen to the radio programmes than do their Urban counterparts. This aspect encourages further use of radio in rural education. A second fact out of this research report is that female enrolment in correspondence studies is very low. It was found out that only 6% had enrolled. This means that more must be done to find ways in which more women could be enrolled in this type of education.

The survey provided much interesting information about multi media distance teaching not only in Tanzania but also elsewhere.

The findings of the survey particularly relevant to the present study is the information on differences between Urban and rural listeners and the differences between sexes. However, the survey and the report did not answer one important question: To what extent do these radio programmes teach what they are intended to teach? This question has to be answered so that the radio programmes can be revised so as to make them more effective.

(ii) Botswana

Mary Colclough and David Crowley, in The People and the Plan reported that in November, 1971, the University of Botswana, Les oto and Swaziland Division of Extra mural services carried out a small, pilot radio-learning project on the Five Year National Development Plan 1973-78. The idea was to make the content of the Plan known to as many people as possible. Popular and simplified version of the plan were produced in English and Setswana. But since 80% of the people are illiterate (Colclough, and Crowley, 75) and cannot read the most simple materials and because there were no sufficient teachers available to teach the plan face to face, radio was used. Given the small number of radios in the country, it was decided that group listening would make their use more effective, moreover, if there were organised groups, it would be possible to train for each group a group leader who could perform a number of useful tasks.

The organisers defined the group leader as the person who saw that the radio was at the meeting place in good time before each programme and was charged with batteries. He welcomed the members, organised seating and lighting where necessary and after the programme was over would lead the group in discussing the subjects they had been listening to. It was believed that this discussion was important for the success of the project because an earlier experiment showed that information was less distorted by the listener when it is both received and discussed. In addition, well organised discussion would point up issues on which the group was not clear and the leader could then contact the University of Botswana, Leshoto and Swaziland Department of Extra Mural Service for more information. A system of feedback was built in where groups sent in their questions and the Department of Extra Mural Service had them answered by government representatives in special answer programme broadcasts. It was further felt that if people listened in groups, they could be visited regularly in the field by field workers who could check on their progress, encourage and assist them in their operation. So in 1971, a pilot project on the Plan was successfully held on the above lines to be followed by the project itself.

The method used was that programmes were recorded and broadcast on radio to organised radio learning groups. Each group had a trained organiser who provided a radio, published each listening session and led the group in discussion of each programme after the group had listened to it. Group leaders were provided with copies of the popular version of the plan in Setswana; group members who could read were given each copy and the illiterate members were able to look at photographs in the popular version that illustrated the text.

The authors recall that questions asked by the groups were revealing both of their understanding of the issues involved and of the areas of the plan which they found most significant. It was found out that interest in the information gained from the Broadcasts closely followed the relevance of the subject matter to local experience. Most of the questions asked were on problems already experienced rather than reactions to particular statements in the popular version. It is clear that the programmes provoked in the groups need to relate their own experiences to national plans and, correspondingly to relate these same plans to local problems.

The radio hearing group formula worked successfully in this campaign. However, the authors of the report made the following suggestions to improve future campaigns:

1. Radio spots could be used to support the organization of the campaign and reinforce some of the subject matter as well.
2. Longer radio programmes might prove more effective as many people complained that they were too short and also that members arrived too late. It is felt that in a longer programme the same information could be repeated in a varied form giving listeners a second chance to learn.

The success of the campaign points to the possibility that this mode of operation could occur again if it is thought necessary in future. But in carrying out the project, UBLS/DEMS made the first attempt at mass communication of this work, a great deal of valuable experience was gained. Several reports on the project have been published and discussed in detail at different forums. No doubt this project experience will form the basis for extension work in Botswana.

Conclusion:

To close up this chapter, the analysis and review of the various survey carried out in many different countries as outlined above, make us draw the following important conclusions on mass media:

1. The media can be and are used to help meet a variety of educational needs in and out of school.

2. They are being used in all regions of the world and in all sorts of countries and cultures.

3. That no one educational medium is restricted to any one type of educational purpose or problem. It can be used for various other purposes.

4. An educational medium is not used alone effectively to meet any priority need. It is always used in combination with other learning resources and experiences.

5. General Comments

The significance of this review to this present study needs no emphasis. The lessons learnt from the failures and successes of the various projects reviewed have assisted the researcher to objectively evaluate the programmes of 'Hausa by Radio'. The review also assisted in no small way in enlightening the researcher on the various ways to which mass media are put to use and the effective way in which countries both developed and developing have successfully used the new media in education. Indeed the review played a big role in drawing conclusions and recommendations the researcher has arrived at.

CHAPTER FOUR

EXTENSION COORDINATION SECTION - MASS MEDIA WORK

A. Development of Policy:

This chapter aims at reviewing the mass media work of the Extension Coordination Section of the Centre. The main objective of the section is stated as that of bringing together and deploying for public benefit the resources of academic talent which exists on the campus. (AEGES, 1973:8) To attain this aim and to enable a wide audience to hear what the university has to say the mass media are used. Both radio and television are employed to broadcast educational and cultural programmes. Mass media work started with general - interest programmes of various kinds and has now evolved into a university of the Air. The staff of the section have in several cases assisted other parts of the university in activities involving publications and broadcasting.

The section also provides educational help to special groups. Programmes have already been evolved with trade unions and the military. Such activities go on side by side with mass media operations in the same section because they are considered to be supplementary to each other. For example a radio course 'Labour call' has been prepared for trade unionists all over the Northern states as a result of the experience gained in an evening class for trade unionists in Kaduna.

i. Know your University (Radio)

In order to educate the general public about the activities of Ahmadu Bello University, a special programme called 'know your university' was begun. Before it, the public were generally ignorant of what the university was actually doing except for radio programmes for farmers, put out by the Ahmadu Bello University Institute for Agricultural Research. With the cooperation of the Nigerian Broadcasting Corporation, Kaduna, this programme was made possible. Altogether 18 programmes were broadcast in English and an equal number in Hausa all emphasising the relevance of Ahmadu Bello University's work to the community at large. Indeed, due to popular interest a number of them were repeated several times.

ii. Ahmadu Bello University Magazine (Television)

Ahmadu Bello University Magazine was telecast every Wednesday by the courtesy of BCNN (Radio-television Kaduna). It was a programme which combined information about Ahmadu Bello University with the transmission of knowledge about which the university was interested. This was the second attempt into television by Ahmadu Bello University, the first one being a professional medical series. Ahmadu Bello University Magazine's audiences included some important opinion-leaders in Kano, Kaduna and other state capitals. Four series were beamed each one including both English and Hausa programmes. They not only succeeded in publicising the university but also introduced the idea that it is possible to learn from the university through mass media. (AEGES, 1973:10).

iii. University of the Air

Professor Michael Young, visiting professor of Extension Studies was appointed as a consultant to plan an expansion of this unique venture in distance teaching through mass media supported with occasional written materials. Initially he was requested to prepare programmes for 'Basic Studies and some degree work especially in education'. (AEGES, 1975:8). In the subsequent report which he submitted to the General Extension Services Board in June, 1974 he made the following recommendations:-

1. that the university of the Air should offer correspondence courses (with face to face teaching and radio back up where appropriate) in A - level subjects for candidates with one A - level, to enable them to qualify for university entry, until such time as the Joint Matriculation Board came into operation, when it might become more appropriate to prepare candidates for that Board's examination.
2. that if the university of the Air staff had spare capacity the unit could offer O - level courses in Mathematics and English Language only.
3. that an urgent need of External B.Ed. and N.C.E. programmes existed and that consultation with appropriate bodies should begin immediately and working parties should meet to work out the details.

4. that the unit should look into the possibility of offering courses leading to the award of Diplomas in Banking and/or Accounting in the future. (AEGES, 1975:9)

After point by point discussions on these recommendations were held, the following decisions emerged:

(a) G.C.E. A - level Courses - It was agreed to mount these in English and Mathematics but after a survey study and pilot projects thought to be necessary to identify major problems of correspondence students so as to minimise the difficulties involved in a distance-learning situation.

(b) External B.Ed. programme - It was tentatively agreed that the Faculty of Education would involve the university of the Air in the third term of Part I and that the probable date of inception would be the 1975/76 academic year.

(c) External N.C.E. - This programme was not considered a priority in view of the mushrooming of Advanced Teachers' Colleges in the Northern states. It was considered that, it was likely that a majority of the potential N.C.E. students would gain admission into these colleges. Thus, it was agreed to allow the present fluid situation to settle down before a reappraisal to find out the size of the part-time student potential could be carried out.

> "Ahmadu Bello University ..... is committed to providing both internal and external teaching. In such circumstances, it is of paramount importance that external teaching should not appear to be in anyway second-rate or different; and it is suggested that the following 3 basic objectives be adopted for all distance teaching work for credit by Ahmadu Bello University (they have been found useful elsewhere).
>
> 1. A continuous academic control policy;
>
> 2. The maintenance of high standards by strict criterion of student performance;
>
> 3. The integration of external teaching with all aspects of internal teaching."

He pointed out that the above points make it clear that part-time students must pursue the same courses of study as their full-time counterparts. They have to satisfy the same course requirements and sit for the same examinations. Therefore, he adds that the responsibility for teaching and supervising them is with the same team of staff in the relevant Faculty of Department. In this regard, the Centre for Adult Education and General Extension Services can only provide editorial, supervisory, advisory as well as administrative backup facilities

(b) Student Performance: External students, first like full-time ones will have to do regular assignments and fulfil all course requirements, such as teaching practice or any other practical work - before they can be admitted to the examinations. Part-time students should all be obliged to have a fixed minimum hours of face to face teaching in residence for each course and the formula suggests that the final year should be considered to be fully residential in order to allow the part-time students to prepare well for their final examinations.

(c) Staffing: Since increasing student numbers by taking part-time students increases teaching responsibilities on the department concerned, it is suggested that such a department should be allowed one additional staff member for every 50 external students. However, the paper points out that no staff member should be specifically designated to teach external students.

(d) Library: In order to enable the external students easy access to library facilities, it is suggested that small basic libraries be build up in state centres and that the main Kashim Ibrahim Library should handle postal loans of books, photocopying of

articles, etc, for part-time students.

Since the approval of this formula by the General Extension Services Board, a correspondence committee was set up in 1975 and various Ahmadu Bello University bodies are busy setting up internal groups to consider the possibility of implementing distance teaching techniques for their own special requirements. The Institute of Education has already set up a Working Party and conducted a Writer's workshop for correspondence course writers in collaboration with the Centre in April, 1976.

Already possibilities for engaging distance teaching techniques for the following courses have been discussed with the Departments, School and Faculty concerned:

B.Ed. degree, science course for School of Basic Studies and Diploma in Law with the Faculty of Law. In addition, the following have also been approached for support services which will become necessary when course writing and production begins. The computer centre, Ahmadu Bello University Press, educational technology centre, Kashim Ibrahim Library, department of library science and ERLS.

B. Programmes Mounted 1971-76:

The programmes quoted below were prepared by the staff of the centre in collaboration with the staff from the relevant departments of the university and broadcast over the BCNN radio network. Most of the radio courses were backed up with written material and interested listeners were requested to submit assignments for correction.

Programmes Broadcast in 1971-1972

These can briefly be put under the following general headings. Details of the individual programmes broadcast can be seen in the appendix.

1.	Know your university and how it serves you. (with cooperation of NBC Kaduna)	(a) 18 programmes (Hausa) (b) 18 programmes (English)
2.	Ahmadu Bello University magazine (Television) (with cooperation of RTK)	4 series of 24 programmes
3.	University of the Air (Radio and Television)	13 week course
4.	Audio-visual aids for teachers (in conjunction with Faculty of Education)	13 programmes
5.	Ten years of a university (with cooperation of Faculty of Environmental Design and Department of Fine Art)	1 hour long programme

Programmes produced and Broadcast in 1973

1.	Outline of Islamic Civilization (2 courses) In collaboration with the Department of Islamic Studies and Centre for Islamic Legal Studies.	26 programmes
2.	History of Borno In collaboration with the department of History, Faculty of Arts and Social Sciences and the Department of History, Faculty of Arts and Islamic Studies.	13 programmes
3.	Ahmadu Bello University Theatre (2 series in English and Hausa) In collaboration with the Centre for Nigerian Cultural Studies.	13 programmes

4. Tarihin Borno — 13 programmes
   In collaboration with the Department of History

5. Bayani Akan Daular Musulunci (2 courses) — 26 programmes
   In collaboration with the Department of Islamic Studies and the Centre for Islamic Legal Studies.

Programmes produced and Broadcast in 1974

In 1974, some of the previous courses shown above were repeated due to popular demand from the listeners. The following were the new courses introduced in the year:

1. Your health is our problem — 13 programmes
   In collaboration with the department of community medicine.

2. Lafiya uwar jiki — 13 programmes
   In collaboration with the department of medicine.

3. Know your university — 13 programmes
   In collaboration with the Institute of Agriculture and the Extension Research liaison services.

4. Hausa by Radio — 13 programmes
   In collaboration with Kashim Ibrahim Library.

5. You and your business — 7 programmes
   In collaboration with the department of Accountancy and Business Administration.

6. Occassional General - Interest Broadcasting

The centre has assisted in the production of a number of broadcasts of general interest. These include Veterinary medicine in

Nigeria Today which was produced with the cooperation of the BCNN film unit and broadcast on Sunday, 15th December, 1974. This 30 minute film was shot within the Faculty of Veterinary medicine. It was aimed at popularising veterinary medicine and dispelling that it is a 'poor relation' of human medicine. Other television programmes were on women's education and one on the university's extension work featuring the Institute and the Centre for Adult Education and General extension services. A number of BCNN Panorama radio programmes, relating to Ahmadu Bello University were also produced. These included the following subjects:

1. The Institute of Education's vacation courses
2. The successful conclusion of the Kaduna trade union classes
3. The Arts Festival organizers' workshop.

Multi-media Public Educational campaigns

In 1974, the centre produced three important programmes of general educational nature. These were: the eclipse of June, 1974, the consequences of drought, and the background to the census. This multi-media approach was adopted to reinforce official public education campaigns in these fields and to acquaint the general public about the eclipse to avoid panic at the time it occurred. To achieve this purpose; a programme was prepared in Hausa for Television, two radio programmes were each broadcast twice and an

article was published in the New Nigerian. In addition to these campaigns, several other multi-media projects were undertaken such as public discussion on the training of engineers which the Centre initiated through radio.

The 1974 report (AEGES, 1974) commends the listening public on favourable comments and constructive criticisms the Centre had received from them especially those relating to the University of the Air programmes. Criticisms included poor sound quality, initial problems over Hausa translations and less imagination shown in the production of the programmes. It is however, gratifying to note that in the words of the report:

"There have been ... constant improvements". Very favourable comments came from the public to Ahmadu Bello University Theatre. Members of the public were encouraged to send in their own plays which were presented and at the end of the series the best plays were announced.

Although programmes of the type described in this study are always listened to by a much wider audience than those who formally register, according to a survey carried out by the Centre in 1974, 2222 students registered with the University of the Air, out of whom about 1,060 were described as 'active'. The students so registered came from 10 of the former 12 states in the Federation. Of these, the majority came from the Northern states with the largest number

coming from North Central (Kaduna) and Kano states. The survey also reveals that students came from as far as Ghana. In his study entitled 'An Appraisal of the Adult Education and General Extension Services Ahmadu Bello University Zaria' (1970-75), Saliu Bello (Bello, 1975: 72-3) tried to find out the relationship of distance from the Centre Headquarters with the number of active students by using Spearman's Rank correlation formula. He found out that the correlation coefficient was r=-0.93 which showed a significant negative correlation between the total number of active students and distance from the centre's headquarters. He concluded that this negative correlation reveals that the further away a state is from Ahmadu Bello University the fewer the number of student participants of the centre's programmes (University of the Air). Thus the need for state centres to serve as sub-nucleus of the university of the Air programmes.

Programmes mounted in 1975

The year 1975 saw continued increase in popularity of the University of the Air. Collaboration in programmes with more Departments of the university was registered and more students were enrolled. Programmes were far the first time presented on a regular basis by NBC Jos station. Once again all radio courses were backed up by written study materials which were distributed free to all enrolled students.

Enrolment for the period were; (AEGES, 1975:8)

1. New enrolments January - December, 1975

(a)	Hausa by Radio	385 students
(b)	History of Niger-Benue (English and Hausa)	318 students
		703

2. Total enrolment 1974 2222

3. New enrolment 1975 703

4. Total enrolment 1975 2,925

Students who receive their study materials direct from the state centre in Ilorin or those enrolled for the courses re-broadcast from Jos have not been included in these figures.

The following new courses were broadcast in 1975 in addition to repeating those broadcast in the previous year:

1. Course 002 - Ahmadu Bello University Theatre 13 programmes
   In collaboration with the Department of English and Centre for Nigerian Cultural Studies.

2. Course 003 - History of Nigeria 13 programmes
   In collaboration with the Department of History

3. Course HI 004 - Tarihin Sashin Niger 13 programmes
   Da Benue na Nigeria (Course HI 003 in Hausa).

4. Course Dr 002: Ahmadu Bello University Drama competition
   6 programmes.
   In collaboration with Centre for Nigerian Cultural Studies.

5. Course Dr. 002 in Hausa - 4 programmes.

University of the Air - Specific Programmes

(a) Ahmadu Bello University Theatre

The centre in collaboration with the Department of English and the centre for Nigerian Cultural Studies revived the radio drama series Ahmadu Bello University Theatre in the second quarter of 1975. Plays produced featured published ones, six of which came from books in the Heineman African writers series. The second Ahmadu Bello University Drama competition was also mounted. Its objective was to invite original plays in both English and Hausa, and to encourage the Art of play writing for both radio and stage performance among potential play wrights. The response to the competition was encouraging and judges were able to select six plays in English and three in Hausa respectively as winning ones which were adopted for radio and broadcast during the fourth quarter.

(b) History of the Niger - Benue Peoples. The centre aims at informing the public about the most recent research at Ahmadu Bello University. In fulfilling this objective the centre collaborates with the Departments of History in Zaria and Kano in disseminating the highlights of their annual seminars in radio broadcasts. These series: History of the Niger - Benue Peoples was prepared in English and Hausa in the last half of 1975. The number of registered students who received study materials from the centre was 318 - an encouraging number indeed which illustrates the interest shown all over Nigeria on the programme.

(c) Hausa by Radio: This programme, which forms the basis of this study, was started in 1972, and has been repeated every year since then to meet a felt need. (AEGES, 1975:11). The 1975 figures show that there were 585 registered students enrolled for the programme in Zaria and Jos where an innovation was started whereby the series were broadcast on the NBC local station. Unregistered students collect study material from the centre and cassettes of the programme have been made and are available for study in Samaru Public Library. The same can also be borrowed and studied at home. The Hausa by Radio programmes have proved so popular that the centre receives letters from people who wish to learn Hausa from all over Nigeria, parts of Niger, Cameroun and Ghana. Moreover, as a result of popular demand NBC Lagos has approached the centre for tapes which if found suitable would be put in the air over the national network for listeners in the Southern States. These popular demands have encouraged the members of staff of the Centre to take stock and review the whole series. It is now decided to revise all the 40 programmes in collaboration with the Ahmadu Bello University Centre for the study of Nigerian Languages before they are offered for National transmission. (AEGES, 1975:11)

Repeat Programmes (Health and Business) You and your Business is a programme devised as part of Ahmadu Bello University's contribution to successful implementation of the Indegenisation Decree. The whole series was rebroadcast on popular demand. You Health is our Problem

was another series which attracted popularity from the listeners, a sign that the health advice given to them by the message of this programme was beneficial and welltaken. This too, had to be repeated on public request.

3. University of the Air: Projected Programmes.

Of the new programmes listed below which were planned to be broadcast in 1976, only the first two have taken off by the time of writing this study report:

(a) Radio
1. Africa Today
(In collaboration with the Departments of Government and History)
2. Literature in Hausaland
(In collaboration with the centre for studies of Nigerian Languages).
3. Law for layman
(In collaboration with the Faculty of Law).
4. Corner for the handicapped
(In collaboration with the Institute of Health).

(b) Television
1. Hausa by television
(with advice from the centre for the study of Nigerian Languages and Nigerian centre for cultural studies).

Teaching Literacy by Television

One of the activities of the mass media section of the centre which requires particular mention is Teaching Literacy by Television, a project which has been going on for sometime. Its production and transmission has been made possible by the courtesy and cooperation of Radio-Television Kaduna, Kaduna and Kano state govenments.

It will be recalled that (see review) Teaching Literacy by Television has proved very successful in countries such as Niger, Ivory Coast, Senegal and so on. In the case of this one under study, while considerable success has been attained, a survey carried out last year, 1975 by Mr. Mark Chollom to compare the examination performance of students in television classes revealed among other things that droupout rate was higher among television students and the pass-rate among them was slightly lower than those achieved by face-to-face students. From empirical evidence the researcher drew the following conclusions: (AEGES, 1975:30).

1. That Television had a larger number of Adult students than the conventional face-to-face classes.
2. That Television classes appear more economical since with one television teacher, 295 students were taught while 8 teachers were needed to teach 125 students in face-to-face classes.
3. That the high rate of dropouts among Television students could be attributed to the national fuel crises at that time and the frequent power failure.
4. That more women joined Television classes than they joined face-to-face classes.
5. That non-registered viewers also watched the programmes in their homes. Thus more people benefited from the programmes than those officially registered.

The success scored by this experimental project has encouraged improvement and expansion. It is because of this tremendous breakthrough that Kano state has opened six viewing centres each with about 40 students registered. With the very good performance of these students already showing, more expansion is envisaged for this programme not only quantitatively but qualitatively too, with functional literacy so much emphasised. This implies that like in India literacy programmes will be coordinated with an extension or community development programme and possibly the functional literacy programme will complement the extension radio efforts.

The implication of point (5) above is that the rate of home audience is bound to exceed the organised student body as the number of receiving sets and viewers increases. As the number of receivers grows so will the programmes diffuse as a result of a highly significant home student population and so the cost per viewing student per telecast will proportionately decrease. Cost unit per student becomes very small indeed when figures of a million viewers, as in Mexico, or one and half million as in Italy, are achieved. (UNESCO, 1974:10) Hence, the programme will be highly successful in imparting functional literacy.

Newspapers

Professor Bown in her report University and Community (Bown, 1970:22) suggested two ways in which Newspapers could contribute to the work of

the centre. She suggested first the 'straight forward arrangement' for a regular feature contributed to by members of the university. Secondly, she suggested that it was possible to operate a 'correspondence' scheme through the Newspapers. A four page pull-out devised in such a way that it could be bound up into pamplet form. This she said was shown to operate in Uganda. As some of its advantages, cost of stamps, postal delays etc. were said to be minimised. The day is waited when such a grant design could take off. The writer appreciates the tremendous impact such a scheme could have over the correspondence and other students of the centre. Indeed he recalls his personal experiences when he read for and passed the Makerere Intermediate Examination conducted by The Centre for continuing Education, Makerere University under such a scheme of 'Newspaper pull-out correspondence in collaboration with The People Newspaper Limited.

Meanwhile a lot is being done by the centre in Ahmadu Bello University with the use of Newspapers as part of its work to give the university a wider audience and popularising important knowledge and significant discoveries. The centre has participated in the publication of a number of lectures and articles and many of its members have written and published very informative articles in the press.

In conclusion, it can rightly be said that the mass media work in extension coordination section of the centre has had some success

in attaining its purpose of taking the university to the people and thereby making it 'the people's university'. The activities of the university of the Air so far and the projected ones as well as the projected distance-teaching programmes employing multi-media will be a great achievement by the Centre, when they become effective, in its efforts to disseminate knowledge and playing a leading role in the field of continuing education.

CHAPTER FIVE

DATA ANALYSIS

This chapter is aimed at analysing the data collected on 'HAUSA BY RADIO'PROGRAMMES' on the basis of which an evaluation is made. The main sources of the data used were observations by the researcher, interviews, records and questionnaires. It will be recalled that 'HAUSA BY RADIO PROGRAMMES' were started as part of the university of the Air in January, 1972. The main objective of initiating these series of programmes is to "assist non-Hausa speaking people who live or work in the Northern states of Nigeria in particular foreigners, who may be interested to learn Hausa, in order to enable them to learn the language and communicate freely with the Hausa speaking people." This objective was stated in one of the series of interviews the researcher held with the programme producers in the Centre. These interviews have also revealed that since 1972 response to these programmes has been very encouraging and their achievements inspiring. The researcher intends to analyse the information gathered under the following headings:

1. Interviews: Interviews were held between the researcher and the production team in the Centre's Headquarters in Ahmadu Bello University and with the technical staff in the Broadcasting Company of Northern Nigeria studios in Kaduna. The information that follows was gathered as a result of these interviews. Both the programme producers and technical staff agreed that since its inception, there have been no serious technical problems encountered in the production and broadcasting process of Hausa by Radio programmes. This was mainly attributed to the steady cooperation and understanding between the staff of the Centre and their counterparts in Broadcasting Company of Northern Nigeria studios in Kaduna. Particular tribute was paid to the administrative and technical staff of Broadcasting Company of Northern Nigeria for their cooperation and good will without which the production, recording and broadcasting of these programmes would not have been made possible. It was recalled with satisfaction that Airtime allowed for the programmes was sufficient and so far there had been no case of programme interruption. A few cases of time-chopping by one or two minutes have occurred as a result of innaccurate recording-timing which however have had no serious effect on the quality of the programmes. The only problem which occurred was clashing recording time in the studio which was a

result of oversight on the part of the studio manager and/or deficiency in the system of studio booking. However, the situation has quickly been rectified.

On the question of staff situation, the researcher found out that the present number of staff responsible for the programmes Hausa by Radio are on the whole inadequate. The dearth of staff has compelled the Centre to rely on the services of parttime producers and scriptwriters, who in most cases are drawn from other Departments of the university and Bayero University College Kano. These include among others, the Centre for the study of Nigerian Languages in Bayero University College Kano, the Kashim Ibrahim Library and the Institute of Education. These part time producers, script writers and proof readers have rendered commendable job and made the programmes enjoyable and popular to listeners. Although their own departmental duties may exert some pressure on their concerted efforts, their services will still be required because the whole philosophy on which the Centre is based is that it is a channel by which the various university staff can serve the public. This philosophy makes it clear that it is not intended for the Centre to employ staff to cover the subject matter of the various programmes. It can only step up the number of her technical staff so that they can cope up with

the amount of work presented by the popular demand of these programmes and so that they can improve the technical quality of the broadcasts by using improved recording techniques.

2. The Listeners: As it has been mentioned already, the bulk of the listeners of these programmes are non Hausa speakers and are foreigners. Some of them live in neighbouring countries such as Ghana, Niger and Cameroun. Others are expatriates living in Nigeria and other Nigerians in the Southern States. But it was discovered during these interviews that letters received from listeners indicate that some of the registered students are in fact Hausa speakers who found the programmes useful in learning English. These group of listeners, like the non-Hausa speaking listeners also receive study materials from the Centre to assist them in following the broadcasts since the study materials have both Hausa and English translations. Such a double effect of the programme has attracted so many listeners that now the producers have to cope up with an estimated number of up to 10,000 listeners. The exact number of unregistered listeners has not been established by the researcher because no such records are available and the Centre has yet to conduct an evaluation survey. However, the researcher saw names of listeners who have been supplied with study materials and of those who have written letters of appreciation and

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inquiries to the producers. On the whole, the programme producers are satisfied with the success of their programmes using the numerous letters they receive as measuring stick for evaluation. The increasing demand for study materials, personal contacts with the Centre by some listeners and the general enthusiastic reaction from the listening public was given as evidence of the success of Hausa by Radio programmes. However, an empirical survey is needed to assess and evaluate the effectiveness of these programmes so that it will be possible to readjust, revise or improve them to meet new demands.

3. Broadcasting Times: The production staff are satisfied with the broadcasting times. They stressed in the interviews that a broadcast lesson of 30 minutes duration is quite adequate. At present, the Hausa by Radio Broadcast time is as follows:

Sundays	1145	hours
Tuesdays	1830	hours
Wednesdays	1500	hours
Saturdays	2130	hours

They explained that there are altogether 40 lessons in the series broadcast once a week but repeated 3 times at different times so that listeners can listen at a time and on a day most convenient to them. It was further revealed that because of popular demand

plans are now at an advanced stage to commercialise these programmes. The lessons are to be cassetted and sold to interested listeners who can then play and listen to them whenever they like. The staff of the Centre believe this is one way of popularising the programmes and they expect some of the cassettes to be sent to Nigerian Broadcasting Corporation Lagos who are also interested in transmitting the lessons on the National Network for the listeners in the Southern States. Moreover, the financial benefits accruing from the sales can be ploughed back into the programmes to improve the quality and content of the lessons. However, this is not to suggest that the Centre is facing financial strains. On the contrary, every body interviewed expressed the view that Ahmadu Bello University is meeting their present cost demands adequately.

4. Observation: The researcher made on the spot observations on programme recording in the Broadcasting Company of Northern Nigeria Studios in Kaduna and is satisfied that the facilities are adequate and of high quality. He listened to Broadcasting Company of Northern Nigeria Hausa by Radio programmes in Kano, Zaria and Jos and is of the opinion that although reception is fairly good, it is not so good in remote places such as Jos, a situation which is likely to be worse in places as far as Ilorin and Maiduguri.

Happily, however, the Centre is aware of this reception difficulties which are worse during rain seasons, particularly during August-September period due to frequent storms. It is because of this reason and to rectify poor reception as well as to widen the catchment listening area that Nigerian Broadcasting Corporation local stations in remote places such as Jos and Maiduguri are used to rebroadcast the programmes.

5. Questionnaire: In order to get some feedback and obtain certain basic information on the study, the researcher designed and administered a questionnaire to a sample of the registered listeners. The questionnaire covered mainly the availability of radio receivers, to what extent the students listen to the programmes, if broadcasting times are convenient and the listeners' attitudes to the Hausa by Radio programmes. A questionnaire was sent to 200 listeners of the programmes 50 each in Zaria, Kano, Jos and Kaduna Zonal Centres respectively. Listeners with registration numbers ending 0 or 5 were selected. The questionnaires were sent out by post in June and listeners were requested to return them immediately in an enclosed addressed envelope. Return postage was paid. By the end of July 60 questionnaires had come back. A reminder was sent out to the remaining 140 (70%) of the respondents. When the processing of the data started

on October 15th, a total of 150 questionnaires were received. The questionnaire was originally written in English and then translated into Hausa. In this report the English version has been used. (see appendix).

This survey shows that very few women have registered for the Hausa by Radio programmes. It is however, encouraging to note that all respondents claim to be listeners of the programmes. The attitudes of the listeners to the programmes are favourable. They find the broadcasts helpful in learning Hausa and interesting to listen to. Many respondents claim that they have no difficulties in listening to radio. For a better analysis of the students' answers it is better to treat the response to the questions individually as follows:

Particulars about the Students:

TABLE 5:1

Sex of listeners of Hausa by Radio programmes

	NUMBER	PERCENTAGE
(a) Male	126	84
(b) Female	18	12
(c) Not stated	6	4
Total	150	100

TABLE 5:2

Habitat of Listeners to Hausa by Radio programmes

	NUMBER	PERCENTAGE
(a) Schools	27	18
(b) Town	27	18
(c) University	78	52
(d) Village	18	12
Total =	150	100

TABLE 5:3

Ages of Listeners of Hausa by Radio programmes

	NUMBER	PERCENTAGE
(a) 19 or younger	18	12
(b) 20 - 29	27	18
(c) 30 - 39	69	46
(d) 40 - 60	36	24
(e) Not stated	0	0
Total =	150	100

Analysis of the Questions:

TABLE 5:4

Radio Listening possibility

1. Is it possible for you to listen to radio?

	NUMBER	PERCENTAGE
(a) Yes, always	90	60
(b) Yes, almost always	50	33.3
(c) Yes, but not often	10	6.7
(d) No, I donot listen	0	0
Total =	150	100

Comments: Most of the Hausa by Radio listeners have time to listen to radio. This is encouraging. It may be interesting to follow up this question later and compare it with listeners of other programmes of university of the Air.

TABLE 5:5

Hausa by Radio listenership

2. Do you listen to the Hausa by Radio Programmes?

	NUMBER	PERCENTAGE
(a) Yes	150	100
(b) No	0	0
Total =	150	100

TABLE 5:6

Listening frequency to Hausa by Radio

3. If yes, how often?

		NUMBER	PERCENTAGE
(a)	Always	60	40
(b)	Almost always	75	50
(c)	Sometimes	15	10
	Total	150	100

Comments: The answers given to questions 2 and 3 above indicate that the listeners are keen on the programmes and listen to radio.

TABLE 5:7

Suitability of Broadcasting times

4a. Which broadcasting time is suitable to you?

		NUMBER	PERCENTAGE
(a)	Original broadcasting time	60	40
(b)	Repeat broadcasting times	30	20
(c)	Both of the above	60	40
	Total =	150	100

4b. If non of the above which time would be suitable?

Comment: There was no response to question 4b.

Comments: The response of the listeners to question 4 and their non-response to question 4b indicates that broadcasting times are generally suitable. Those who donot find the original broadcasting time suitable still have a chance to listen to the repeat programmes. A good many of them, however, listen to both the original and repeat programmes. The listeners were asked to indicate which broadcasting time was most suitable to them (Tuesday, Wednesday, Saturday and Sunday). According to the answers received preference was given to Saturday and Sunday afternoons and time suggested was between 3 - 6 p.m.

TABLE 5:8

Listening parternership

5. With whom do you listen?

		NUMBER	PERCENTAGE
(a)	Alone	50	33.3
(b)	Together with other people	100	66.7
	Total =	150	100

Comments: Many respondents indicated in foot notes that they usually listen with their families. Some expatriate listeners said that they listen with Hausa speaking friends who help them to practise some of the constructions and sentence patterns heard in

the broadcast. They said that they find such practice useful and group listening helpful too.

TABLE 5:9

Disturbance at listening times

6. Do you listen without being disturbed?

		NUMBER	PERCENTAGE
(a)	Yes, without any disturbance	30	20
(b)	Sometimes disturbed	90	60
(c)	Always disturbed	30	20
	Total =	150	100

7. If yes, what kind of disturbance do you encounter?

Comments: Many of those who claim that they are disturbed while listening indicated that they were disturbed by children and noise from their neighbours. In very rare cases disturbance was caused by storm.

TABLE 5:10

Quality of Reception

8. Do you get good reception from your radio?

	NUMBER	PERCENTAGE
(a) Yes, very good	45	30
(b) Yes, relatively good	85	56.7
(c) Very bad	20	13.3
Total =		

Comments: The number of listeners who are satisfied with the reception is high. This is surprising because it was noted from on the spot check up information that reception is poor in some of the Northern States particularly those rather remote places from Broadcasting Company of Northern Nigeria Studios in Kaduna. The reason for this response may be that the listeners are not used to good reception and are therefore satisfied judging it from their own experience. The response might have been so also because some listeners listen to the programmes rebroadcast from Nigerian Broadcasting Corporation local stations.

TABLE 5:11

Programme Effectiveness in learning Hausa

9. Are the programmes useful in your studies?

		NUMBER	PERCENTAGE
(a)	I would have difficulties in learning Hausa without these programmes	75	50
(b)	I get some help from these programmes in learning Hausa	45	30
(c)	These programmes are not very useful	0	0
(d)	These programmes are of no help at all	0	0
	Total =	120	80

Comments: It is interesting to note here that the number of respondents has decreased by 30 and 20% respectively. The listeners who refrained from answering this question may be the Hausa speaking ones who listen to these programmes not to learn Hausa but to learn English. However, generally, it is encouraging to note that listeners indicated that they benefit from the programmes in one way or another. It would appear from this response that the listeners are making rapid progress in learning Hausa by radio.

TABLE 5:12

Listeners' impression about the Programmes

10. What is your impression about the programmes?

	NUMBER	PERCENTAGE
(a) Very interesting	30	20
(b) Rather exciting	60	40
(c) Just like any other programmes	60	40
(d) Boring	0	0
(e) Very boring	0	0
Total =	150	100

TABLE 5:13

Adequacy of Broadcasting times

11. Is the broadcasting time (duration) enough?

	NUMBER	PERCENTAGE
(a) It is very long	27	18
(b) Enough - not too long, not too short	93	62
(c) It is too short	30	20
Total =	150	100

Comments: Response to question 11 indicates that a 30 minute programme is generally enough because 62% of the respondents say so and only 20% and 18% of them claim the programmes are too short and very long respectively. Similarly, the answers to question 10 show that 40% of the respondents claim the programmes are exciting and an equal number call them 'just like any other programme' and only 20% designate it as exciting. While it can be accepted by this analysis that generally the broadcasting time is enough, it is difficult to draw a general impression about the programmes. It is therefore suggested that question 10 should be followed up again to establish the true picture about the listeners' true impression about the programmes.

TABLE 5:14

Receipt of Study materials

12. Do you receive study materials?

	NUMBER	PERCENTAGE
(a) Yes	140	93.7
(b) No	10	6.7
Total =	150	100

TABLE 5:15

When study materials are used?

13. If yes, do you read them before the broadcasts?

	NUMBER	PERCENTAGE
(a) Yes, always	90	60
(b) Sometimes	50	33.3
(c) No	10	6.7
Total =	150	100

TABLE 5:16

Comparision in value of study material to the Radio Broadcasts

14. Which one do you find more useful to you, the study material or the radio broadcasts?

	NUMBER	PERCENTAGE
(a) The radio	120	80
(b) The study materials	30	20
Total =	150	100

Comments: Questions 12, 13, 14 were meant to find out whether listeners use study materials along the broadcasts or not. They were also to compare the value of the two to the listeners in learning Hausa. The answers received indicate that a majority of the respondents (80%) use study materials. A small percentage of them neither receive nor use them as assumed from non response. These would seem to be the illiterate listeners who donot benefit from the written word.

TABLE 5:17

The future of the programmes

15. Should these programmes continue as they are, be discontinued or improved?

	NUMBER	PERCENTAGE
(a) Continue	45	30
(b) Discontinue	0	0
(c) Be improved	55	36.7
Total =	100	66.7

Comments: The response to question 15 was not 100%, an indication that perhaps, some of the respondents were not decided. This question was meant to check the opinion of the listeners on the

future of the programmes. In the circumstances the cross-check has not been quite possible. Only 36.7% out of 100% indicated that there was need and room for improvement. It is suggested here that this question be followed up again so to establish the true concensus of opinion of the listeners on the future of the programmes.

TABLE 5:18

Preferance on future programmes

16. If to be improved, which one of the following would you prefer?

	NUMBER	PERCENTAGE
(a) A new series of programmes on advanced Hausa	70	46.7
(b) Including correspondence courses in the programmes to make it a multi-media learning process	40	26.7
(c) Use of television to transmit programmes	20	13.3
(d) Introduction of assignments and examinations to evaluate listeners' performance	15	10
(e) Face to face contact sessions to enable listeners to raise up their difficulties with programme tutors	15	3.3
Total =	150	100.0

Comments: This response indicates that by simple majority, the listeners would prefer advanced Hausa. It is very likely that this suggestion comes from the senior listeners who feel they have now grasped the contents of the present broadcasts and are keen to advance. The correspondence unit has also attracted considerable response. This may be because respondents feel the use of multi-media distance teaching will stimulate learning and motivate them in the listening-learning process. The low preference for television likely occurred because few of the respondents have the receivers while the non-response for face to face contact sessions may be explained by the diverse distance covered by listeners and the nature of their occupations which do not make such an exercise feasible.

Conclusion: In this chapter an attempt has been made to analyse the information/data gathered for the purpose of this study. Data used were collected from observation, interviews and questionnaire. Records on programme schedule and registered students were also collected. (see appendix) Since this study is survey and descriptive, the method of analysis on the basis of which comments and conclusions were drawn was the simple percentage analysis. No attempt was made to test any chisquare as this was considered by the researcher to be beyond the scope of this simple project study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. Recapitulation

We have seen through this study "An Appraisal of the University of the Air Programmes of the Centre for Adult Education and General Extension Ahmadu Bello University with particular reference to Hausa by Radio" that before the Centre for Adult Education and General Extension Services was established the pioneer work was done by the university of Ibadan Department of Extra mural studies and then there was a lapse of about seven years. So the Centre was established to fill up the gap left by the university of Ibadan Department of Extra mural studies and also to take Ahmadu Bello closer to the people of the Northern states of Nigeria in particular and the whole of the country in general.

Among other things, the Centre was charged with the responsibility of providing extension studies in areas not yet covered by the institutes, teaching, research and experiment in adult education. This study has indicated that the Centre has lived upto the principles and objectives for which it was established. Indeed it has served as a medium of disseminating research findings to the people through the Extension Coordination Section and particularly the mass media section.

This study has indicated that the section is playing its right role of the university's mouth piece.

The purpose of this study was:

1. to explore the value of mass communication of long distance.
2. to evaluate the significance of multimedia work in distance teaching.
3. and to establish the theoretical relationship between communication and education.

This piece of research has established that mass media can produce significant results, if they are properly and significantly used. They can meet a great variety of educational needs, both in school and out of school and can make a significant difference in the quantity and quality of learning. However, through this study, it has also been found out that good results are not automatic. They must be planned and diligently executed. The degree to which we achieve them depends on how the media are competently used. The best results come only when the mass media are well integrated within a larger educational context. This point emphasises another already made in the study that the mass media by themselves cannot achieve much unless they are used with other educational media such as books, study materials and so on. It must be noted here that the

main objective of using any new educational medium is to stimulate and promote learning activities at the receiving end. To achieve this the media must be integrated with all other learning elements in the receiving situation, just like a textbook or a blackboard must be.

The review of related literature which forms part of this study has revealed that the mass media are being engaged in various instructional uses all over the world. The main objectives of these media as vital learning elements can however be summarised as follows:

(a) Raising the level of insturction in classrooms served by poorly qualified teachers. (Niger, Thailand)

(b) Upgrading large numbers of poorly qualified teachers already on the job. (Niger, Chad).

(c) Bringing educational opportunities to youngstars who cannot be accommodated by regular schools. (Japan, Australia)

(d) Bringing literacy and useful knowledge to farmers and other rural dwellers, and stimulating action on their part to improve their agricultural productivity and rural life. (India, Sweden, Canada).

(e) Filling critical curriculum gaps such as science and mathematics or foreign languages. (Ghana, Kenya).

(f) Providing literacy and practical knowledge to poorly educated urban workers that would enable them to improve their productivity and employment status. (Italy, Ivory Coast).

(g) Providing general awareness or socialising the people in current government policy or plans, cultural heritage and political ideology thereby enlisting their cooperation with government to achieve declared objectives. (Tanzania and Botswana).

These are only some specific functions done by mass media. Many others exist but have not been mentioned above. These include the use of mass media to educate the people through intertaining programmes such as plays, comedies, cultural activities and propaganda programmes and use of cartoons on television or films on road safety for driver education. Nevertheless, the above summary objectives of mass media emphasise one crucial point to their use. It is that the acid test in a country poor in educational resources is whether a particular educational task entrusted to the educational media will make a significant contribution to national development, an increase in the effectiveness of the other educational efforts, and a real improvement in the daily lives of the 'learners'. It is the contention of the researcher that if the mass media can contribute

to economic development they will speed up the momentum such that the day will soon come when more resources will be available to meet more of the nation's unfilled educational needs and aspirations.

In this study the need that gave rise to the centre's university of the Air programmes has been investigated, the function and the programmes of the section have been stated. Attempts have also been made to find out the problems of staffing, administration, finance, production, technical and communication that the programme. faces. Lastly, an examination was made, evaluation attempted and suggestions were offered for the future improvement of Hausa by Radio programmes. In this regard the researcher's assumptions on the programmes were comfirmed as follows:

1. There is an adequate coordination between the script writers and the production team on one hand and between the producers and the technical staff in the broadcasting house on the other.
2. There is adequate planning of programmes, efficient production and sufficient air time to broadcast them.
3. The production, technical, personnel and broadcasting costs are adequately being met by Ahmadu Bello University without stresses and strains and no evidence was found to suggest that financial difficulties hinder the smooth operation of the programmes.

In the study however, it was found that no planned and cautiously executed feedback survey has been carried out to assess and evaluate the effectiveness of the programmes to the listeners and the successes, failures, strengths and weaknesses of the programmes. Nevertheless, I do appreciate the efforts and plans at hand to evolve evaluation methods. Other wise at present, the only form of evaluation is the reaction of the listeners by letters, personal contacts and requests for study materials which the researcher finds an inadequate and rather unempirical yardstick for measurement and evaluation of a project as expensive as Hausa by Radio programmes. In short, the centre does not as yet have any effective tool of evaluation. Moreover, there is need to find out whether the listeners are really benefiting from the broadcasts as they may claim because language teaching like any other subject requires that the teacher has to reassure himself that an effective communication exists between him and his students and that learning is actually taking place. The review of literature on formal and nonformal broadcasting as well as that on language and literacy teaching have both pointed out the necessity to measure and evaluate progress of the listeners and to follow it up if the broadcasts have to effectively achieve their intended aims.

As a whole, from the responses obtained from listeners they are benefiting from the programmes. This was indicated by their answers to question 9 of the questionnaire administered to them to collect data which was analysed for the purposes of this study. This and other responses in the questionnaire indicate that the programmes are meeting the objectives for which they were initiated. It can hereby be concluded here that as a result of this study it has been found out that the university of the Air programmes in general and Hausa by Radio in particular are achieving their objective of 'bringing together and deploying for public benefit the resources of academic talent which exist on the Ahmadu Bello University Campus,' quite adequately. But there is still plenty of room for improvement and alot remains to be achieved as so little has been so far achieved.

2. General Recommendations

The mass media serve the dual purpose of informing people and acting as instruments of education besides entertaining and socialising them. Radio and television broadcasting is increasingly being used in nearly all countries of the world to by pass the barrier of illiteracy or rather to attack illiteracy itself. The UNESCO general conference observed in 1961 that it was being increasingly recognised that mass media, unsurpassed in speed, range, and force of impact, offer unlimited possibilities of

providing technical instruction and training, as well as general education, on a large scale. (UNESCO, 1961:35) There is no doubt that mass media, if used wisely and efficiently, can markedly stimulate the capacity to create further wealth and can spur technical progress by enlisting the human factors, such as improved skills, and better education, more directly in efforts for economic and social expansion. The mass media can thus serve effectively in winning public support and participation in those efforts. This active public participation in turn facilitates more effective planning by governments and other agencies, and thus becomes a key element in the industrialization of underdeveloped countries. The role of radio broadcasting in information and education does not need to be over emphasised. Unsurpassed in speed, range and economy, it is particularly suitable as an instrument of information and education especially in the less developed countries. Since education is a continuing process, those institutions most concerned with its development, such as schools, church, home and mass media, must cooperate to develop a successful and satisfying pattern of living.

The above observation ties well with the general agreement that adults continue to develop in knowledge, values, interests, skills and attitudes after they complete their formal schooling.

In the past the means available for continuing education during adult years consisted of informal learning from experience and the learning from books and people. With the advent of mass media, however, the continuing education of adults has tended to be accomplished more through their effect. Research into the effects of specific influence attempts indicates that mass media can and do produce changes in attitudes and values, but that these changes tend to be temporary unless reinforced; and that the strength of impact is greatly affected by such factors as the status and credibility of the communicator, the qualities of the communication, the predisposition of the audience and the degree of participation by the audience. (Houland et al., 1953:269-81).

The principles advanced by Rossi (1966:318-19) about adult learning process are considered relevant in drawing useful and meaningful recommendations in this study. According to him, research findings and present knowledge about adult learning processes suggest some guiding principles for increasing the educative potential of mass media. He spelt these as being:

1. Learning tends to be valued by an individual to the extent that a high valuation is placed on learning by those elements of his culture that are important to him. So themes and models of programmes presented by mass media should be relevant.

2. An individual tends to be motivated to learn to the extent that he perceives the need to learn and the rewards of learning it. This principle suggests the possibility of greater innovation in the use of mass media for exposure to the needs and rewards of learning, and perhaps for new approaches to the self-diagnosis of learning needs and the self evaluation of learning progress.

3. An adult tends to resist learning to the extent that his self concept as a self respecting, self directing organism is threatened or violated. This principle points to the importance of involving learners in the process of planning their own learning experiences and in making decisions about the use of mass media.

4. An adult tends to enter into a learning activity with a problem centred orientation - with the intention of immediate application of his learning to the solution of life problems. Applying this principle, adult learning experiences should be organised around problem situation defined by the learners themselves and material presented through the mass media should be organised according to a problem solving sequence in preference to a logical subject-development sequence.

5. An adult tends to internalise new learnings to the extent that he is able to incorporate them into his experience. This principle suggests the need to design learning experiences that make use of the learners' experience (as in discussion) and that permit the learner to practise the use of learning (as in simulation exercises). In a broader sense, it points to the importance of using the mass media in situations that permit interaction among learners and between learners and teachers.

In the light of the principles mentioned and analysed above, a number of general recommendations can be drawn as prerequisites for mass media programmes to succeed and operate well. Apart from the existence of a steady flow of information, ideas and assistance among all the main parties involved, the following critical functions have to be met:

1. The prospective users should be allowed to participate in deciding what programmes are to be offered, in what form, and how they will be used.
2. Continuous consultation and coordination among all those involved whose combined efforts are required to make the system work - the broadcast and educational content policy makers, the programme producers, presenters, script writers, the technical staff and the evaluators.

3. There has to be seen a reliable flow of information and technical assistance from the centre to the users, particularly the active listeners who must make efficient use of the learning resources and activities at the receiving end. This, generally, includes advance notice to the target audience of what programmes are coming and when, advice as to what they should do to prepare and follow up suggestions on handling special problems. Listeners definitely need visits fairly often from their radio teachers and other informed persons and help solve them. They must be made to feel like members of a team.

4. It is necessary to have an established system of feedback flow, from users or listeners to the centre, of evaluation data which can be used to check the performance and effectiveness of the system. This includes specific comments by teachers, students and observers on broadcast programmes and on complementary materials; on student interest, motivation, frequency in listening to the broadcasts, his general performance in assignments (if administered) and on technical problems encountered.

This feedback should be as regular, as frequent and as uninihibited as possible. Adequate provision and

facilities should exist at the centre for digesting such information promptly and putting it to work so as to improve all aspects of the system. Besides receiving written reports, requests or individual visits from listeners, the producers, studio teachers and possibly the evaluators and other observers should visit listeners or listening groups, to see for themselves how the programmes are working. If possible, it is good to have workshops with the listeners.

3. Specific Recommendations

As a result of this study and in the light of the principles analysed in this section and the general recommendations and conclusions drawn above, the following tentative specific recommendations are offered by the researcher to improve the university of the Air in general and Hausa by Radio in particular:

1. That a better system of evaluation of the programmes be evolved to enable regular, frequent and efficient survey studies to assess the strengths and weaknesses of the programmes with the view to improving them.
2. That an attempt be made to establish contact sessions in the state centres for listeners who are accessible and who need such face to face contacts.

3. That an effort be made to commence advanced Hausa for old or senior listeners who feel they have mastered Hausa at the present level. Since the present programmes started in 1972 and have been repeated over a number of years, there is justification to introduce advanced level Hausa. This will enhance the popularity of the programmes even more.

4. If the programmes shall be expanded by introducing additional courses, the volume of technical work is likely to be in excess of the present number of the technical staff. There is therefore, going to be need to strengthen the existing technical staff and production team in the Centre's Headquarters in order to meet new demands.

5. Arising from the fact that at least 10% of the respondents appear to be listening to the programmes to learn English but not Hausa, the researcher feels that it might be necessary for the centre to begin to plan for the production and transmission of a second programme in the series English by Radio to meet general enthusiasm and popular demand by Hausa speaking people to learn English.

6. It would appear to the researcher that respondents' questions and queries are answered to them individually. These answers given to them could be of emense value to other listeners too. The opportunity would also serve time to answer same questions over and over again. It is thus, suggested here that at least five minutes of the scheduled 30 minutes of each programme be spent on answering listeners questions, those posed by the radio teacher in the previous broadcast and discussing general difficulties in the broadcast which listeners may have had encountered.

7. That as much as possible the listeners be involved in planning their programmes and how they should be produced. It is therefore suggested that their opinions, views and suggestions should regularly be sought about quality, content and value of the programmes.

8. As it is generally accepted that listening groups and study groups serve a useful purpose especially in learning language through broadcasts, the researcher hereby suggests that as much as possible, small listening and discussive groups be encouraged among listeners. It is felt that this can work well in institutions like schools

and universities where a good percentage of the listeners live.

9. That the planned 'Hausa by Television' programmes should be introduced as soon as possible so no efforts should be spared to surmount what ever difficulties now cause its delay.

4. Areas needing further Research

The following areas which need further investigation were revealed during the course of this study:

1. An evaluation of other programmes of university of the Air in relation to Hausa by Radio.
2. A survey study on the number of Hausa by Radio listeners in comparision to listeners of other programmes of university of the Air.
3. A follow up study on the adequacy or otherwise of the 30 minute broadcast time for Hausa by Radio programmes and a survey of the impression of the listeners about the programmes.
4. Listeners' opinion on the future of the Hausa by Radio programmes to ascertain whether the programme should be improved, remain as it is or be discontinued.
5. Cost analysis of the Hausa by Radio programmes.

6. Cost benefit analysis of the programmes of the university of the Air to ascertain the feasibility and benefits to continue them.

7. To answer the question "To what extent do these radio programmes teach what they are intended to teach?

Finally, this study does not claim a comprehensive coverage of the activities of university of the Air. Nor does it lay claim on a thorough appraisal of the Hausa by Radio programmes. However, the writer hopes that this study will provide the initial stimuli for further scientific investigation into specific areas of the Centre for Adult Education and General Extension Services.

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A. PROGRAMMES MOUNTED IN 1971 AND 1972:

APPENDIX A EXTENSION COORDINATION SECTION MASS MEDIA SERIES

A. RADIO SERIES: KNOW YOUR UNIVERSITY AND HOW IT SERVES YOU

TOPIC	FEATURING
Ten Years of a University	The Vice-Chancellor
Administration of the University	Information Office
How Students are Selected	Admissions Office
Students Services	Students Affairs Office
Research for the Benefit of Nigeria	Deputy Vice-Chancellor as Chairman of Research and Higher Degree Committee
The Institute of Health and its Services to the Community	Director, Institute of Health
The Role of the Institute of Administration in the Community	Director, Institute of Administration
The Institute of Agricultural Research and the Modernisation of Agriculture	Institute of Agriculture
The Role of ABU in the field of Education in the Northern States	Institute of Education and Faculty of Education
The Contribution of Abdullahi Bayero College to the Development of Education in Nigeria	Provost, A.B.C., Kano
Library and Community	Library Sciences Department

Veterinary Medicine in the Service of the Farmers	Faculty of Veterinary Medicine
The Division of Agricultural and Livestock Services Training	Director, Division of Agricultural and Livestock Services Training
Nigerian Fine Arts at A.B.U.	Fine Arts Department
The Faculty of Engineering	Faculty of Engineering
Contribution to the Community More Doctors	Dean, Faculty of Medicine
Planning Ahead to serve the Community (Pharmaceutical Factory)	Pharmacology Department
Planning Ahead to serve the Community (Knowledge and ideas in the Mass Media)	Adult Education and General Extension Services Unit.

RADIO SERIES--ME KA SANI GAME DA JAMI'ARKU?

JAWABI AKAN	MAI YIN JAWABI
Shekara Goma na Jami'a	Mataimakin Shugaban Jami'ar
Hanyar Tafiyar da Mulkin Jami'a	Ofishin Watsa Labarai na Jami'ar
Yadda ake daukan dalibai	Ofishin kula da daukan dalibai
Ayyukan da ake gabatarwa ga dalibai	Ofishin kula da Harkokin dalibai
Ayyukan bincike don amfanin Nijeriya	Mukaddashin Mataimakin Shugaban Jami'ar Ahmadu Bello
Sashin Aikin Lafiya da ayyukan da ya ke yi don amfani jama'a	Shugaban Sashin Aikin Lafiya

Aikace-aikacen da makarantar koyon Aikin Mulki ta ke don jama'a	Shugaban Makarantar Koyon Aikin Mulki
Sashin Bincike kan aikin Gona da yadda ya ke kokarin mayar da aikin gona ya tafi tare da zamani	Sashin Bincike kan Aikin Gona
Aikace-aikacen Jami'a game da harkar ilmi a jihohin Arewa	Sashin Ilmi da Tarbiyyar Dalibai
Aikace-aikacen Kolejin Abdullahi Bayero wajen Ciyar da Koyar da Harsunan Nijeriya Gaba	Shugaban Kolejin Abdullahi Bayero
Amfani Aikin Laburare ga Jama'a	Sashin Aikin Laburare
Taimakon da Aikin Dabbobi ya ke yi wa manoma	Sashin Koyar da aikin Dabbobi
Sashin Koyar da aikin Gona da Kula da Dabbobi da tsuntsaye	Shugaban Sashin
Ayyukan Fasaha a Jami'ar Ahmadu Bello	Sashin Ilmin Fasaha
Taimako ga mutane daga Sashin Injiniyoyi	Sashin Injiniyoyi
Karin Likitoci	Shugaban Sashin Koyar da aikin Magani
Shirye-Shirye a gaba don taimakon Jama'a (ma'aikatar hada Magunguna)	Ma'aikatar koyan Hada Magunguna
Shirye-Shirye a gaba don taimakon Jama'a (Hanyoyi da dabaru na Watsa Labaru)	Sashin koyar da Manya tare da sada zumunta tsakanin Jami'a da Jama'a.

C. TELEVISION SERIES - ABU MAGAZINE

There were four series of programmes under this title, all beamed by BCNN, and prepared with help from BCNN television staff.

1st Series April - June 1971

Theme: Planning for Development in the Seventies

1. Planning for Development
   (Colonial heritage; problems of planning; water supply; university expansion problems)

2. Planning for Development
   (Schools for rural children; food shortages; electricity supply; gathering information for development planning)

3. Planning for development (in Hausa)
   (Yaduwar ilimi; ilmin makarantun piramare; hangar alkinta abinci; hanyoyin samun ruwa)

4. Cholera
   (History and microbiological identification; the role of ABU in treatment; prevention and control)

5. Tradition and Modernisation in Nigeria
   (Farm transport; old methods of preserving culture; libraries and the community; applied arts)

6. Nigerian Industry
   (Mines, factories and problems of industrial development)

7. Kano (in Hausa)

2nd Series January - March 1972

	Topic	Collaborators	Language
1.	Message from Dr. Audu	The Vice-Chancellor	English
2.	Focus on Abdullahi Bayero College Kano	ABC & the Faculty of Arts & Islamic Studies	Hausa
3.	Organising Knowledge in Libraries	Dept. of Library Science	English

4.	Sculpture in Nigeria	Department of Fine Arts.	English
5.	Developing Hausa Studies	Centre for Nigerian Languages	Hausa
6.	Causes of Blindness	Dept. of Community Medicine	English
7.	Lawyers of the Future	Faculty of Law	English
8.	Organising Knowledge in Libraries	Dept. of Library Science	Hausa
9.	Exercises in Development	Dept. of Mechanical Engineering	English
10.	Guidance and Counselling	Faculty of Education	English

3rd Series, April - June 1972

1.	Computer and Community	Dept. of Mathematics	English
2.	Graphics & Industrial Development in Nigeria	Fine Arts Department	English
3.	University Days to Remember	Student Affairs Office	Hausa
4.	Thunderstorms	Geography Dept.	English
5.	Blood Transfusion	Dept. of Pathology	English
6.	Focus on the Institute of Administration	Institute of Administration	Hausa
7.	Application of Electrical Machines	Electrical Engineering Dept.	English
8.	A Look at Primary Education Innovation	Institute of Education	English
9.	The Teaching of Arabic in Nigerian Schools	Faculty of Arts and Islamic Studies	Hausa
10.	ABU and Agriculture	Institute of Agricultural Research	English

11.	Electricity from the Human Body	Physiology Dept.	English
12.	Educational Development in Kano State.	Faculty of Arts & Islamic Studies	Hausa
13.	Focus on the School of Basic Studies	School of Basic Studies	English

4th Series, July - October, 1973

A. 1.	Focus on the Medical Auxiliaries Training School (MATS)	MATS, Kaduna	English
2.	Medical Auxiliaries & the Health of the Community	MATS, Kaduna	English
3.	Problems of Rural Health (Speakers included late District head of Igabi and Galadiman Daji of Kujama)	" "	Hausa
B. 4.	Preserving our Culture	Fine Art Department	English
5.	Art Education in Nigeria	Fine Art Department	English
6.	Improving the Pottery Industry in Nigeria	" " "	Hausa
7.	Outdoor Sculpture	" " "	English
8.	Traditional Cloth Designs	" " "	English
C. 9.	Institute of Education and Educational Development in the Norther States	Institute of Education	English
D. 10.	Introduction to Archaeology	History Department	English

11.	Archaeological Research at ABU	Centre for Nigerian Cultural Studies Kano	English
12.	The Public & Archaelogy	History Department & CNCS, Kano	Hausa
13.	Surgery at ABU Hospital Department	Department of Surgery	English

The directors of these programmes from RTK were successively Mr. Ambrose Anejo and Mallam Abdurrahman Micika. The producers and presenters from the AEGUSU of ABU were successively Dr. Girgis Salama (1st, 2nd and 3rd series) and Mallam Madu Mailafiya (4th series). Hausa scripts were prepared by Mallam Sani Zahradeen, Faculty of Arts and Islamic Studies.

B EXTENSION COORDINATION SECTION OCCASIONAL GENERAL-INTEREST BROADCASTS

A. Radio

The Education of Adults and Social Change (Extracts from Prof. Lalage Bown's ABU Public Lecture)	Serialised by NBC
Cholera (Extracts from Prof. E. Parry's ABU Public Lecture)	Contributed to BCNN's "Panorama" and serialised in BCNN's "Round Up."
3 Programmes on ABU Students	
1. Student Orientation 1972/73 (Hausa)	NBC
2. Student Orientation 1972/73 (English)	BCNN
3. Matriculation 1972/73 (Speakers Dr. C. Abashiya, Mallam Y.A. Ibrahim and representative students, new & old)	Contributed to BCNN's "Panorama"
Functional Literacy & Beyond Through Books - special 30-minute programme on the University's contribution to International Book Year	Broadcast in NBCN's weekly Programme. "Forum"

(Featuring the University Bookshop, the Faculty of Education, and the Adult Education and General Extension Services Unit, together with the Northern Nigerian Publishing Company)

2 Programmes on Home Economics — Contributed to BCNN's "Feminine World"
1. Child Care
2. Problems of Health and Sanitation (Prepared with students of the School of Agriculture Diploma course, Samaru)

2 Programmes on Educational Problems — Contributed to BCNN8s "Panorama" (English) and also to BCNN's "Barka Da Yau (Hausa)
1. LEA's Achievements and Problems
2. Women's Education in the Northern States (Prepared with students of the Institute of Education's course in Educational Administration) English/Hausa

The Association for Teacher Education in Africa - a discussion of the fourth conference of its Western Council and of some ways of improving primary and secondary education in Africa (Interview with Dr. J.C.B. Bigala, Secretary to the Eastern Council of the ATEA, Nairobi and Dr. W. Senteza Kajubi, Director, Makerere University Institute of Education) — Contributed to BCNN8s "Panorama and "Round-Up."

2 Programmes on Veterinary Work at ABU. — BCNN's "Panorama" and "Barka Da Yau". Also on NBC's "Know Your University."
1. The University's Veterinary Services to Fulani Herdsmen (Featuring Prof. K. S. Preston, Dr. Shehu Bida and the Fulani Chiefs for Bomo and Basawa) English/Haus

.2. The University's Contribution to the Livestock Industry (Featuring Drs. Bida, Ahmed, Njoku and Nuru with students of Veterinary Medicine). — Contributed to BCNN's "Panorama" and "Round-Up".

The 4th Conference of the Paediatric Association of Nigeria - held at ABU, January 1973. (Six doctors discussing the results of their research into various conditions and diseases of children).	Contributed to BCNN's "Panorama"
2 Programmes featuring lectures by the Dean of Education 1. Address to a Conference of North Eastern State Principals at Yankari. 2. Pictorial Perception and Visual Literacy among Africans (Extracts from lectures by Professor Adamu Baikie, together with interviews with him).	BCNN's "Panorama". "Forum" and "Panorama"
The 5th Meeting of the Faculty of Engineering Advisory Council (Discussion between Professor J. Brooks and Dr. Kuale)	BCNN's "Panorama"
The ABU-Basawa-Bomo Community Development Project (Professor A. Baikie, Mallam A. A. Sambo, Mr. B. O'Regon, with Alhaji Saidu Zango District Head Sabon Gari, Zaria, and Mallam Adamu - Chief of Basawa) English/Hausa	TV News Coverage Sound News and on BCNN's "Panorama" and "Barka Da Yau"
A Legal Approach to the Indigenisation Decree (Interview with Miss Jill Cottrell on a paper presented by her the Social Sciences Seminar)	Contributed to BCNN's "Panorama to and "Current Affairs"
Plans for an Arts Festival Workshop in Kano by Ahmadu Bello University for the Northern States. (Interview with Professor Michael Crowder and Dr. S. Irein Wangboje)	Contributed to BCNN's "Panorama" Contributed BCNN's "Panorama"
Problems of Noise Pollution - subject of an ABU Public Lecture. (Interview with Professor G. Parfitt)	Contributed to BCNN's Panorama"

In addition, Mallam Madu Mailafiya contributed to a Voice of America Programme on "African Universities in the 1970s," spelling out the aims and objectives of the Adult Education and General Extension

Services Unit, and Mrs. K. Fewster contributed to the BCC Africa Service Series "University Report" on the Faculty of Medicine and the University's efforts to improve irrigation in Northern Nigeria. Further, Prof. Bown recorded two programmes for the BBC World Service, one on the role of universities in adult education and one on problems of women's education in Africa; and Dr. G. Salama gave three talks on Nigeria over Radio Cairo. A University of the Air programme on improving Arabic in primary schools, slightly reedited, was put out on the Hausa service of Radio Cairo.

C EXTENSION COORDINATION SECTION
OCCASIONAL GENERAL INTEREST BROADCASTS

B. Television

All programmes on BCNN and in collaboration with their television staff.
Convocation 1971
"A Day To Remember", 1. Amina Day 1972.
"A Day To Remember", 2. Student Orientation 1972.
"University Days To Remember"
2 programmes on NUGA Games, on "Sports Special" and "Meeting-Point".
2 programmes on ABU's 10th anniversary in celebration of the actual date (December 4th, 1972)
Special 1-hour programme for the 10th Anniversary Convocation celebrations - "Ten Years of University"
Programme of features on the 10th Anniversary Convocation, including women's day the degree - giving etc.
Amina Day 1973
Women's Education - a programme for the students Educational Week.

In addition, Professor Bown was interviewed on the Voice of Kenya television about the African Adult Education Association and Dr. G. Salama did a programme on Nigeria for Television House, Cairo.

D. PROGRAMMES BROADCAST IN 1973

1. You and your Business (Radio)
(In collaboration with the Faculty and Institute of Education).

2. Your Health in our Problem (Radio)
(In collaboration with the Department of Community Medicine).

3. New approaches to subject Teaching (Radio)
(In collaboration with the Institute of Education).

4. Towards better Business (Television)
(In collaboration with the Institute and Faculty of Administration).

5. Ahmadu Bello University Theatre (Radio)
(In collaboration with the Centre for Nigerian Cultural Studies).

6. Kyautata Tafarkin kasuwancin zamani (Radio)
(In collaboration with the Institute and Faculty of Administration).

7. Outline of Islamic civilization - 26 programmes
In collaboration with the Department of Islamic Studies and the Centre for Islamic Studies.

8. History of Borno - 13 programmes
(In collaboration with the department of History, Faculty of Arts and Social Sciences and the Department of History, Faculty of Arts and Islamic Studies).

9. Ahmadu Bello University Theatre (2 series - English and Hausa) - 13 programmes
(In collaboration with CNCS).

10. Tarihin Borno - 13 programmes
(In collaboration with Department of History).

11. Bayani akan daular Musulunci (2 courses) - 26 programmes
(In collaboration with the Department of Islamic Studies and the Centre for Islamic Legal Studies).

(a) January - March, 1974

1. Your health is our problem - 13 programmes
In collaboration with the Department of Community Medicine -

2. Lafiya uwar jiki - 13 programmes
In collaboration with the Department of Community Medicine

3. History of Borno - 13 programmes
In collaboration with the Department of History.

4. Tarihin Borno - 13 programmes
In collaboration with the Department of History.

5. Know your University 13 programmes
In collaboration with the Institute of Agriculture and the Extension Research Liaison Services.

(b) April - June, 1974

1. Your health is our problem - 6 programmes
In collaboration with the Department of Community Medicine.

2. Lafiya Uwar Jiki - 6 programmes
In collaboration with the Department of Community Medicine

3. Hausa by Radio (1st stage) - 13 programmes
In collaboration with Kashim Ibrahim Library.

4. Lafiya Uwar Jiki (Health Problems in a Hausa Village)
In collaboration with the 7 programmes.
Department of Community Medicine.

(c) June - September, 1974.

1. You and your Business - 7 programmes
In collaboration with the Departments of Accountancy and Business Administration.

2. Your health is our Problem - 6 programmes
In collaboration with the Department of Community Medicine.

3. Lafiya Uwar Jiki (Health problems in a Hausa Village) - 6 programmes
In collaboration with the Department of Community Medicine.

4. Hausa by Radio (Second stage) - 13 programmes
In collaboration with Kashim Ibrahim Library.

(d) October - December, 1974

1. Hausa by Radio (Third stage) - 13 programmes
In collaboration with Kashim Ibrahim Library.

2. Your Health is our Problem - 13 programmes
In collaboration with the Department of Community Medicine.

3. Lafiya Uwar Jiki - 13 programmes
In collaboration with the Department of Community Medicine.

The following courses were broadcast in 1975:

(a) January - March, 1975

1. Course HA 004: Hausa by Radio (Repeat) - 13 programmes

2. Course BU 005: You and your Business - 13 programmes
(In collaboration with the Department of Accountancy and Business Administration) - 13 programmes

3. Course BU 005: Kasuwanci - 13 programmes
(Hausa)

(b) April - June, 1975

1. Hausa by radio (continued) - 13 programmes

2. Your health is our problem - 13 programmes
(In collaboration with Department of Community Medicine).

3. Lafiya Uwar Jiki (2 in Hausa) - 13 programmes

4. Ahmadu Bello University Theatre - 13 programmes
(In collaboration with Department of English and CNCS).

(c) July - September, 1975

1. Hausa by radio (continued) - 13 programmes
(In collaboration with Kashim Ibrahim Library).

2. History of Nigeria - 13 programmes
(In collaboration with the Department of History).

3. Tarihin sashin Niger da Benue na Nigeria - 13 programmes
(In collaboration with History of Nigeria in Hausa).

(d) October - December, 1975

1. Hausa by Radio repeat - 13 programmes

2. History of Niger/Benue area of Nigeria - 13 programmes
(In collaboration with Department of History).

3. Tarihin sashin Niger da Benue na Nigeria - 13 programmes
(Hausa version of 2 above).

Programmes Broadcast in 1976

E THE UNIVERSITY OF THE AIR
ABOUT THE COURSES

These courses are designed to help specific groups of people to be more effective in their working life and or to offer up-to-date information and ideas related to the nation's current problems.

Not everyone has the chance to come as a fulltime student to the University, but anyone in his or her own home can join the University of the Air.

Anyone interested should fill the enclosed enrolment form and he or she will then be put on our mailing list. The Adult Education and General Extension Services Unit will supply further details of the programmes, a folder for notes and written study materials for each course, written by University staff and edited in the Unit. At present, no fee is charged. There will be occational sessions on the air in which listeners' questions will be answered.

Please send your enrolment form to:

The Chief Extension Coordinator,
Adult Education and General Extension Services Unit,
Ahmadu Bello University, Zaria.

Please mark your envelope: "UNIVERSITY OF THE AIR"

UNIVERSITY OF THE AIR

Courses broadcast by Radio Television Kaduna
(506 Metres Medium Wave and 31 or 49 Metres Short Wave)

Course HA 001	Hausa by Radio New Course
Broadcast time	Sundays 1130 hours Tuesday 2045 hours Wednesdays 1745 hours Saturdays 1215 hours
Starting Date	4th January, 1976
Course No. HI 003	History of Niger-Benue Are of Nigeria (English) Continuation
Broadcast times ..	Sunday at 2015 hours Monday at 2015 hours
Starting Date	4th January, 1976
Course No. HI 004	History of Niger-Benue Area of Nigeria (Hausa) Continuation
Broadcast times ..	Monday 0915 Wednesday 1045
Starting Date	5th January, 1976
Course No. PS. 001	Africa Today
Broadcast times ..	Sundays 1400 hours Tuesdays 1700 hours
Starting Date	4th January, 1976

HAUSA BY RADIO

NEW COURSE FOR NEW BEGINNERS

This programme is designed for literate non-Hausa speakers who wish to start learning Hausa from scratch. The programme is meant to help our listeners express themselves in Hausa in a very simple and clear way. We are therefore going to give our listeners a lot of oral practice in simple conversational drills. These drills will involve expressions that we believe will be useful in everydaylife. The grammatical rules of the language are lightly touched upon over the air, they will be discussed in greater details in our accompanying study materials.

Why not tune in and learn how to speak Hausa through Hausa by Radio?

History of Niger-Benue Area of Nigeria: Continuation

In our last quarter of broadcasting, we looked at the people of Middle Benue - popularly known as the Middle Belt - their origins, economic and social life up to 1850, their geography and links with other parts of Nigeria.

In this quarter, we shall turn our attention to other important historical events in this same area, the Middle Benue.

We shall also continue to examine among other things, the Plateau Province from 1902 - 1930, to see how their people protested against British rule. This will take us to a discussion on the tin-mining town of Jos; and other interesting historical events within the Belt.

Special Announcement for 1976

The Adult Education and General Extension Services Unit, in collaboration with the Faculty of Arts and Social Sciences proudly presents a weekly half-hour Current Affairs radio course:

Africa Today

Each week, persons unable to come within the four walls of the University, but who wish or need to have a broader and an up-to-date knowledge of Africa - its institutions and the march towards economic, social and political advancement, will have the opportunity to listen to, and to tap the brains of the University's political scientists, sociologists and economists.

Active audience participation through written assignments or comments will be emphasised so that persons following the course will be well-equipped for critical but intelligent and objective interpretation of events in or about Africa.

F HAUSA BY RADIO

LESSON 1

STUDY MATERIAL

GREETINGS IN THE MORNING

Gaisuwa = Greetings

In the Hausa Society, greetings constitute the pillars of curtesy and good manners; and the process of greetings takes time, of ten involving asking often the welfare of your family, wife, children and work.

On first meeting someone you need to greet him/her, say "hello" or "good morning" and this could be rendered by:

Barka da asuba = "Good morning" or just:"morning"

Asuba = Morning

Barka da forms a common expression for most greetings in Hausa; and it means: "greetings at, or congratulations on this or that.

The Greetings

A Barka da asuba = Good morning

B Barka kadai = Same to you

This greeting can also be followed or replaced by:

A Ina kwana? = How was the night?

B Lafiya lau = Very well

To greet someone on a sort of first name basis we say:

A Ka kwana lafiya = Did you sleep well?

B Lafiya lau = Very well

OR if to a woman we say:

A Kin kwana lafiya = Did you (f) sleep well?

B Lafiya lau = Very well

If the person greeting wishes to include himself in the greeting he says:

A Mun kwana lafiya? = Did we sleep well?

B Lafiya lau = Very well

To greet the second person plural we say:

A Kun kwana lafiya = Did you (pl) sleep well?

B Lafiya lau = Very well

In some cases, the greetings may be cut here and rounded off by the person greeting with:

Madalla = Excellent

OR

Alhamdulillahi = Thanks be to God

For example:

A	Barka da asuba	=	Good morning
B	Barka kadai	=	Same to you
A	Ina kwana	=	How was the night?
B	Lafiya lau	=	Very well
A	Madalla	=	Excellent
	OR		
	Alhamdulillahi	=	Thanks be to God.

On the other hand greetings can be prolonged by asking about the well-being of the family of the other party. The word Yaya which means; "How is" or "How are" introduces all these greetings, followed by the usual replies lafiya lau

Example:

A	Barka da asuba	=	Good morning
B	Barka kadai	=	Same to you
A	Ina kwana?	=	How was the night?
B	Lafiya lau	=	Very well
A	Yaya iyali	=	How is the family?
B	Lafiya lau	=	Very well

A	Yaya Uwargida	=	How is the wife?
B	Lafiya lau	=	Very well
A	Yaya yara?	=	How are the children?
B	Lafiya lau	=	Very well
A	Madalla	=	Excellent

Note that the replies to the questions like Yaya iyali? Yaya uwargida? etc. could include the word in question thus:

Iyali lafiya lau...

Uwargida lafiya lau

Yara lafiya lau etc.

LESSON TWO

GREETINGS AT WORK:

The word aiki means "work"

When meeting someone at work, the usual introductory remark you say to him is:

A Salamu alaikum = Peace be with you

B Alaikumussalam = And peace be with you

NB This forms the beginning of greetings usually for people meeting for the first time. After this remark and the reply, the next thing said by the person greeting in this case is:

A Barka da aiki = Greeting to you at work

B Barka kadai = Greeting to you too

We could also ask the person working

A Yaya aiki? = How is work?

B Aiki da godiya = Work is O.K. i.e. we are grateful for the state it is in. OR he may simply say:

Alhamdulillahi = Thanks be to God

Another way of greeting someone at work is to say:

A Sannu da aiki = Greetings to you at work

B Yawwa, sannu kadai = Same to you

OR

Sannu kadai = Same to you

OR

Yawwa (a common reply to most greetings)

A few ways of saying "hello" to someone at work are:

Barka da aiki = Greetings to you at work

Yaya aiki? = How is work?

Ina aiki? = How is work?

Sannu da aiki = Greetings to you at work.

Note that it is normal for yaya aiki? or ina aiki? to form part of the usual greetings any time of the day: for example they can come in our morning greetings after asking for the welfare of the family, wife and children.

So far these greetings have been general and in the singular: if we want to specifically greet a woman at work we would say:

Barkanki da aiki = Greetings to you (f) at work.

OR

Sannunki da aiki =

To greet a group of people working we say:

Barkanku dai da aiki = Greetings to you (pl) at work.

OR

Sannunku da aiki

The ki and ku refer to "you" (f) and "you" (pl respectively. They are also used to give the effect of personal and intimate relationship between speakers.

Simple Greeting pattern:

A	Salamu alaikum	=	Peace be with you
B	Alaikumussalam	=	And peace be with you
A	Barka kadai	=	Greetings to you at work
B	Barka kadai	=	Greetings to you too.
A	Yaya aiki?	=	How is work?
B	Aiki da godiya	=	Work is O.K.

G APPENDIX

HAUSA BY RADIO EVALUATION SURVEY

LISTENERS' (STUDENTS') QUESTIONNAIRE

1. Name: .....
2. Sex: .....
3. Address: .....
   .....
4. Occupation: .....
5. Town: .....
6. A.B.U. Zonal Centre: .....
7. Age: .....

Please answer the following questions by ticking ☑ the most appropriate answers to you.

1. Is it possible for you to listen to radio?
   (a) Yes, always ☐
   (b) Yes, almost always ☐
   (c) Yes, but not often ☐
   (d) No, I do not listen ☐

2. Do you listen to the Hausa by Radio programmes?

   (a) Yes ☐

   (b) No ☐

3. If yes, how often?

   (a) Always ☐

   (b) Almost always ☐

   (c) Sometimes ☐

4. Which broadcasting time is suitable to you?

   (a) Original broadcasting time ☐

   (b) Repeat broadcasting times ☐

   (c) Both of the above ☐

4b. If none of these which time would be suitable?

5. With whom do you listen?

   (a) Alone ☐

   (b) Together with other people ☐

6. Do you listen without being disturbed?

   (a) Yes, without any disturbance ☐

   (b) Sometimes disturbed ☐

   (c) Always disturbed ☐

7. If yes, what kind of disturbances do you encounter?

   (a) Noise from neighbours ☐

   (b) Noise from children ☐

   (c) Storm/rain ☐

8. Do you get good reception from your radio?

   (a) Yes, very good ☐

   (b) Yes, relatively good ☐

   (c) Very bad ☐

9. Are the programmes useful in your studies?

   (a) I would have difficulties in learning Hausa without these programmes ☐

   (b) I get some help from these programmes in learning Hausa. ☐

   (c) These programmes are not very helpful ☐

   (d) These programmes are of no help at all ☐

10. What is your impression about the programmes?

   (a) Very exciting ☐

   (b) Rather exciting ☐

   (c) Just like any other programme ☐

   (d) Boring ☐

   (e) Very boring ☐

11. Is the broadcasting time (duration) enough?

   (a) It is very long ☐

   (b) Enough - not too long, not too short ☐

   (c) It is too short ☐

12. Do you receive the study materials regularly?

    (a) Yes ☐

    (b) No ☐

13. If yes, do you read them before the broadcasts?

    (a) Yes, always ☐

    (b) Sometimes ☐

    (c) No ☐

14. Which is more useful to you the study materials or the radio broadcasts?

    (a) The Radio broadcasts ☐

    (b) The study materials ☐

15. Should these programmes continue as they are, be discontinued or improved?

    (a) Continue ☐

    (b) Discontinue ☐

    (c) Be improved ☐

16. It to be improved give your suggestions for improvement:

    (a) A new-series of programmes on advanced Hausa ☐

    (b) Including correspondence courses in the programmes to make it a multi-media learning processes. ☐

(c) Use of television to transmit the programmes 

(d) Introduction of assignments and examinations to evaluate listeners performance. 

(e) Face to face contact sessions to enable listeners to raise up their difficulties with programme tutors. 

H APPENDIX

ABBREVIATIONS USED IN THE STUDY

BCNN - Broadcasting Company of Northern Nigeria

NBC - Nigerian Broadcasting Corporation

AEGES - Adult Education and General Extension Services

ERLS - Extension Research and Liason Services

CNCS - Centre for Nigerian Cultural Studies

CSNL - Centre for the Study of Nigerian Languages

ABC - Australian Broadcasting Corporation

BBC - British Broadcasting Corporation

ITA - Independent Television Authority

NHK - Japan Broadcasting Corporation

CEDO - Centre for Educational Development Overseas

UBLS/DEMS - University of Botswana, Leshoto and Swaziland - Department of Extra Mural Services.