



A Study on Using of Radio Programme to Improve The Quality of Primary Education

KEYWORDS

Radio Programme, Quality Concern, Primary school level

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ABSTRACT *The Radio Club of Bombay broadcast the first radio programme in India in June 1923 (Sharma, 2002). Afterwards a Broadcasting Service was set up (that began broadcasting in India in July 1927) on an experimental basis at Bombay and Calcutta simultaneously. This was done under an agreement between Government of India and a private company called the Indian Broadcasting Company Ltd. In the year 1947 (when India became independent), the AIR network had only six Stations located at Delhi, Bombay, Calcutta, Madras, Lucknow and Tiruchirapalli with a total complement of 18 transmitters - six on the medium wave and the remaining on short wave. Radio listening on medium wave was confined to urban limits of these cities. As against a mere 2,75,000 receiving sets at the time of Independence, now there are about 111 million estimated radio sets in about 105 million household in the country. Presently the broadcast scenario has drastically changed with 198 broadcasting centers, including 74 local Radio Stations, covering nearly cent-per-cent country's population. As of today AIR network broadcasts nearly 2000 programme hours every day in 24 languages and 146 dialects. It reaches 97.1 per cent of the population, which includes substantial population in rural area, and covers 89.7 percent of the geographical area of the country.*

Radio Technology was first developed during the late nineteenth century and came into popular usage during the early twentieth century. Though sometimes overshadowed by television, radio represents a medium capable of reaching a wide geographic audience at a low production cost with proven educational results (Couch, 1997). An added benefit for multi-grade classrooms is that it provides instruction for one group of students while the teacher works with another group. Jaminson and McAnany (1978), reported three main advantages of radio: improving educational quality and relevance; lowering educational costs; and improving access to educational inputs particularly to disadvantaged groups. The present study explores the quality concern of Government of Karnataka to improve and empower the teaching at primary school level through using popular mass media like Radio oriented programme of Teaching. Even the researcher made an attempt to explore that how far the programme is utilised in the teaching learning process at primary school level, whether the parents are having the knowledge about using the programme in school or home. Moreover, how the students are getting benefit for this programme in their learning process. To study all these the researcher conducted an interview for teachers, school authorities, parents and the students. By the opinion of interview from various authorities do raise issues and suggest important considerations regarding the conditions that the support of using of radio programme at primary school level.

Introduction

The programme aims at quality improvement in teaching in primary schools, through empowerment of our teachers to use popular media in academic work and enable them to teach using innovative teaching methods using music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning.

Interactive Radio Instruction (IRI) Programme was started in the year 2000-01 under DPEP through distance education learning. From 2005-06 the broadcast programme was extended to children of class from 1 to 8th. DSERT with the help of expert teachers prepares Radio lessons based on the text books as well as new information, experience in a new technology.

DSERT will prepare time table for IRI programme and distribute to all the schools. The IRI Programme is related to the subject namely Kannada, English, Maths, Science & social studies. The Radio lessons will be broadcasted from all the 13 AIR stations at a time. (Gulbarga, Raichur, Dharwad, Bhadravathi, Chithradurga, Mangalore, Hassan, Madikeri, Bangalore, Mysore, Hospet, Karwar and Bijapur.)

Objectives of the Radio Lessons:

- To break the monotony in class room transaction.

- To motivate the child towards better learning.
- To use popular electronic media effectively in classroom transactions.
- To provide additional resource material for teachers.
- To improve the equality of the child's learning.
- To improve enrolment as it also provides some entertainment for the child.
- To reach the maximum number of children and teachers through lessons prepared by experts in the field.
- To make learning joyful for the child.

Teachers' Hand Books:

The teachers hand books published by DSERT contains the following details to enable the teacher to use the lessons effectively in his teaching.

- An annual time table giving the exact date when a particular lesson will be broadcast.
- The objectives of each radio lesson.
- The scope of the lesson.
- Pre broadcast activities which the teacher can undertake to motivate the children.
- Learning points in the lesson.
- Post broadcast activities.

The Radio Programmes Broadcasted is as follows:

Class- es	Name of the Pro- gramme	Subjects covered	Broadcast timings	No. of Pro- grammes
I-III	Chinnara Chukki (Kid's star)	Kannada, English, Environmental Science	02-35pm to 03-05pm from Monday to Friday	133
IV-V	Chukki Chinna (Star kid)	Kannada, English, Mathematics, Social Science	12-00 noon to 12.30pm from Monday to Friday	133
VI-VIII	Keli-Kali (Listen & Learn)	Kannada, English, Mathematics, General Science and Social Science	11-30am to 12.00 noon from Monday to Friday	133

Apart from the above programme the following Radio Programme are also broadcasted.

Radio and T.V phone – in - Programme.

Department officials and experts are interacting with teachers, parents and community members through Radio and T.V on various programme and schemes of the Department.

Radio Programme Time table.

Name of the programme	Day	Time
Shikshna Sancayana	Every Wednesday	7.15 AM -7.30 AM
Shikshna Samvada (Live Programme)	Every Second Thursday	9.30 PM - 10.30 PM

Primary Education plays a vital role in the all-round development of the child. To give basic education to the child there should be a child friendly atmosphere in the school. To impart effective learning to child and also for universalisation of the primary education, the Department has planned different curricular activities. The government records say that Radio programme is one of the effective and innovative programme. But there is a doubt raised about whether the parents know Radio programme how are this useful to their children. So, the researcher has taken up this study for finding out the reality of this execution of this programme at grass root level.

Objectives of the Study:

- To study the feature of Radio programme
- To study the positions/implementation of Radio programme
- Opinion of the teachers
- Opinion of the parents
- Opinion of the students

Methodology:

Survey method was adopted to collect the relevant data for the present study.

Sampling:

The sample of the study consisted of 729 Government primary school students, 333 primary school teachers and 389 parents. They were selected from seven taluks of Shivamogga district by using Stratified random sampling method.

Tools Used for Collection Data:

1. Questionnaire related to opinion of the teachers related to Radio programme developed by the investigator.
2. Questionnaire related to opinion of the students related to Radio Programme developed by the investigator.
3. Interview schedule related to opinion of the parents related to Radio Programme developed by the investigator.

Statistical techniques used: To analyse the data average percentage analysis is used.

Analysis and Interpretation:

Sl. No.	Questions	Response	No. of Teacher's Response	%
1	Does your school conduct radio oriented programme classes?	Yes	255	76.58
		No	14	4.20
		No response	64	19.22
2	Do you give details of next day's radio oriented programme to the concerned students daily?	Yes	253	75.98
		No	9	2.70
		No response	71	21.32
3	Do you teach all lessons in classes before it gets broadcasted?	Yes	183	54.95
		No	57	17.12
		No response	93	27.93
4	How do you guide or give information to absent children to listen radio oriented programme?	i. Inform to listen in home	171	51.35
		ii. Listens after recording	66	19.82
		iii. No response	86	25.83
5	How do Students involve themselves in activities after listening to radio oriented programme?	i. Repeat the songs	132	39.64
		ii. Tries to repeat the learnt activities	187	56.16
		iii. To write notes	103	30.93
6	Do you think that using of Radio Programme increase the enrolment of the school?	i. Highly	40	12.01
		ii. Moderately	117	35.14
		iii. Little	35	10.51
		iv. No	73	21.92
		v. No response	68	20.42
7	How do the SDMC members and parents participate in radio oriented programme?	i. Highly	12	3.60
		ii. Moderately	69	20.72
		iii. Little	51	15.32
		iv. No	139	41.74
		v. No response	62	18.62
8	Do parents guide their child after listening the radio programme at their home?	Yes	58	17.42
		No	176	52.85
		No response	99	29.73

According to Table: 1, 76.58% of the teachers opine that Radio oriented programmes are conducted in schools. Teachers give detailed information about the next day radio oriented programme to the concerned students daily. 54.95% of the teachers opine that they teach all lessons in classes before it gets broadcasted. 51.35% of the teachers opine that they also inform to the children who were absent to listen Radio programme at home. 56.16% of the teachers give opine that a student tries to repeat the learnt activities after listening Radio programme. 35.14% of the teachers give opinion that due to Radio programme enrolment of the school moderately increased. 41.74% of the teachers opine that SDMC members and parent did not participate in Radio programme. 52.85% of the teachers opinion is that, parents do not guide their child after listening the radio programme at their home.

TABLE:2 Students Opinion

Sl. No.	Questions	Response	No. of Students Response	%
1	Does your school conduct radio oriented programme classes?	Yes	477	65.43
		No	172	23.59
		No response	79	10.84
2	Does the teacher give you details of next day's radio oriented programme daily?	Yes	376	51.58
		No	112	15.36
		No response	240	32.92
3	Does a teacher teach you all lessons in classes before it gets broadcasted?	Yes	309	42.39
		No	169	23.18
		No response	250	34.29
4	How do teachers guide or give information to you on radio orientation programme at your absence?	i. Informs to listen in home	130	17.83
		ii. Listens after recording	126	17.28
		No response	434	59.53
5	How do you involve yourself in activities after listening to radio oriented programme?	i. Repeat the songs again and again	169	23.18
		ii. Repeat learnt activity	238	32.65
		iii. Memo-rise the learnt activities	234	32.10
		iv. Write notes	222	30.45
		v. Akashavani	5	0.69
		vi. DSERT	4	0.55
6	Do you feel to come to school to only listen to radio oriented programme?	Yes	347	47.60
		No	132	18.11
		No response	250	34.29
7	Do SDMC members given any guidance related to radio oriented programme?	Yes	136	18.66
		No	356	48.43
		No response	236	32.37
8	Do parents guide you after listening to radio oriented programme at your home?	Yes	60	8.23
		No	430	58.98
		No response	238	32.65

According to Table: 2: 65.43% of the students opine that Radio orientation programme classes are conducted in their schools. 51.58% of the student's opine that teachers give details of next day's radio orientation programme daily. 42.39% of the students give opinion that teacher teach them lessons in classes before it gets broadcasted. After listening Radio orientation programme they repeat the songs and learnt activities again. 47.60% of the students opine that they feel to come to school to only listen to radio oriented programme. 48.43% of the Students opine that SDMC members not given any guidance related to radio orientation programme. Students opine that parents do not guide them after listening the radio programme at their home.

Table: 3 Parents opinion

Sl. No.	Questions	Response	Total no. of teachers response	%
1	Does your child discuss with yourself using Radio Programme in school?	Yes	28	7.20
		No	355	91.26
2	Do you visit the school to check/ enquire how they are maintaining/ managing the Radio Programme?	Yes	9	2.31
		No	366	94.09
3	Are you having Radio in your home?	Yes	20	5.14
		No	367	94.34
4	How the teachers are guiding the absentees to listen the Radio Programme?	i. Inform the children to listen at home	0	0.00
		ii. Records the programme and listens to the absentees	0	0.00
		iii. Don't know	368	94.60
5	Do you believe that using of Radio programme increase academic achievement in your children?	Yes	0	0.00
		No	5	1.29
		No re-sponse	355	91.26
6	Does your child discusses with your about the subject matter learnt through Radio Programme?	Yes	0	0.00
		No	356	91.52
7	Are you suggesting your children about Radio Programme listened by you?	Yes	0	0.00
		No	362	93.06

According to Table: 3: 91.26% of the parents opine that their children are not discussing with them about using Radio programme in school. 94.09% of the parents opine that they have not visited to the school for knowing the Radio programme activity. 94.34% of the parents give opine that they are not having Radio in their home.

Findings of the Study:

- In most of the Government Higher Primary schools Radio programme are conducted. But some schools are not following up this programme.
- In some school teachers are giving detail information about the next day Radio programme to the students.
- In some school teachers teach all lessons in classes before it gets broadcasted.
- In some school teachers says that they inform to the absent children to listen Radio programme at home. But students say that teachers do not inform.
- In schools due to using of Radio programme the enrolment of the school moderately increased.
- SDMC members and parents do not participate in Radio programme.
- It is found that many parents are not having Radio in their home.

Conclusion:

The Radio Programme aims at quality improvement in teaching learning process of primary school education. By using the Radio programme our teacher become empower of use popular media in academic work and enable them to teach using innovative teaching methods. Using this innovativeness

like music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning.

At present the Radio programme at a primary school level is using as a per functionary manner. But it is in the hands of a teacher to use it in a positive way, when preparing a timetable the teacher must mention the Radio Programme in it. They must follow and make necessary preparation to broadcast the programme effectively and compulsorily. Even the higher authorities of the school, SDMC and Head master of the school must conduct a follow up whether the programme

is continuously carried out or not. They must encourage the teacher to follow and use innovativeness in their teaching learning process.

Overall development of a pupil is possible by three ways. One is school and teacher, the other is the parents. All are also having the equal responsibilities of overall development of the child. The parents must follow the academic programme of a child and they should continuously visit to the school, enquire and get information about programme of the school and progress of their child.

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