

## Educational Radio programme: An Effective Method of teaching and learning

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**ABSTRACT**-Main objective of the paper is to find out the effectiveness of educational radio program at primary level in Anuppur district of Madhya Pradesh through students and teachers attitudes on educational radio program towards gender, locality, ERP schools and non-ERP schools. This paper is focused on two Radio Educational programs namely a) 'English is fun' which is running to improve English as a second language. b) 'Jhilmil' which is related to environmental studies and mathematics. In the present time English, environmental studies and mathematics is basic subject to teach at the primary level schools and or the development of these basic subjects Central and State Government have implemented many programs / schemes The major findings of the study are that the radio-based learning in the classroom has been proven quality learning in these remotely located tribal hamlets and the students have utilised the radio program though group discussion, student's teacher interaction, conducive classroom situation, improved listening skill. So, it is vital to sustain Radio programs in the schools and polices should be made to be implemented stringently on the basis of the findings of the present study, discussion, suggestions, implementations and further research should done to make the radio programs more effective for the quality learning.

**Introduction**:-Education is an essential means and well-planned process through which the child systematically learns from his teachers in school. The teacher becomes role model for the students whose personality can significantly affect the child's behaviour. Teacher plays a vital role in educating a child by imparting knowledge. Therefore, it is the teacher's job to encourage and imbue the students on the learning path. The development of education never stops. As the child grows up, he keeps learning something because his nature is full of curiosity. In its true sense education refers to society's continuous teaching and learning process.

The present study is related to spread out the primary education system in India through different mediums and ways and how it is helpful to the progressive development process of a child. As far as the national perspective is concerned the education system is the foundation of national self-reliance. The primary education system plays an essential role in every person's life as it helps to build the present, which will consequently lead to the future of any person. Education makes us cultured and develops

human resources at every level to fulfil national integration, scientific and economic needs on the basis of psychological principles, it is observed that at the age of 5-6 years child develops the ability to speak, concentrate, and understand relationships and all other neurological development take place in a child. Child becomes capable of getting formal and non-formal education. (Gupta & Radio is a part of non-formal and all types of education used in the teaching and learning process as an aiding resource. The role of the teacher is significant when using the radio in the classroom as a learning instrument. Effective teaching can only occur in the guidance and direction of a teacher. Radio is used today to impart knowledge from the primary to the higher secondary level. One such educational program is "English is Fun." another one is "Jhilmil" an Educational Radio Program that mainly focuses on teaching Environmental studies and Mathematics in Madhya Pradesh and Chhattisgarh. Similar educational radio programs are also being broadcasted throughout India to educate the people. In this way, radio has maintained its effectiveness in all aspects spreading education for all.

### EDUCATIONAL RADIO PROGRAMME IN MADHYA PRADESH

-This Educational Radio Program is being broadcasted in seven states of India including Madhya Pradesh; it was started in Madhya Pradesh from Bhopal radio station in 2005-2006. It promotes two educational radio programs in Madhya Pradesh, the first is 'English Is Fun' and the second is Jhilmil. 'English is Fun', basically designed for Level-I and Level-II students, where Level-I covers classes from Class-I to Class-III and Level-II covers classes IV, V are included. The primary objective of this programme is to improve the English language of primary level students. Whereas, the objective of the 'Jhilmil' Educational Radio Program is to make students aware of the concepts of environmental studies and mathematics. (India education diary, 2020) Both the IRI-Educational Radio programs were jointly started by the Government of Madhya Pradesh (Education Department) and Educational Development Centre (EDC)

**Need of the Study**-The Study focused on the informal education system because this time education requirements are higher to cater the needs of the masses .The purpose of this study is to find out effectiveness of educational radio programs at primary level and

broadcasting services to promote the teaching and learning of English language, Environmental Studies and mathematics among the students.

### Objectives of the study

1.To analysis responses of the primary school teachers' on ERP based on availability of radio, Teacher Handbook, radio network, teacher engagement based on their Gender, Locality and teacher position, impact of ERP on children, teacher experience, students' interest on ERP, ERP as teaching aids, teacher problems on ERP.

2.To analyse responses of the primary school students on availability of guidance to the school students on ERP, student interest on ERP, interest on characters of radio program.

3.To study the attitude of primary school teachers toward Educational Radio Program.

4.To study the attitude of primary school students towards Educational Radio Program.

5.To study the relationship between the student's attitude and Achievement score in English

**Method of the Study**-In this present study according to the purpose of the study, a survey research method was used by the investigator. The survey method was very helpful and easy for the researcher for the collection of the data in a short period when compared to other research designs. It entails a well-defined problem and specific goals or objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered.

**Area of the Study**:-The area of the study consists of four blocks of district of Anuppur district of Madhya Pradesh namely Anuppur, Kotma, Jaithari and Pusphrajgarh. The maps spotting these areas of the study are given below.

**Population of the Study**:-The present study's target population consisted of primary school teachers and students studying in classes 3rd to 5th in the Anuppur district of Madhya Pradesh state.

**SAMPLE** -In the present study, the researcher adopted a random sampling technique for the selection of the samples. The study area of this study is the government primary schools of the Anuppur block in Anuppur district (Jaithari, Kotma, and Pushprajgarh) have been included. For the selection of schools' investigator randomly visits 35 Govt. Primary Schools of Anuppur district of Madhya Pradesh. After that 10 Primary Schools were selected. A total sample size of 140 has been selected for this study, of which 120 students and 20 Headmasters/teachers were selected from 10 government primary schools. In this study random sampling techniques was adopted for selecting the sample. Random sampling is a type of sampling method used in research studies in which each data point has an equal chance of being selected.

**Tool**:-achievement tests; In research, scores of achievement tests are often used in evaluating scores; when using

tests for assessment purposes, researchers must remember that specific elements should not generalized beyond. (Best, John W., James V. Kahn, 2006) The study collected Primary data for the research work through Teachers' Attitude Questionnaire (TAQ), Students' Attitude Schedule (SAS) and Students' Achievement Tests (SAT) for English Language, Environmental Studies and Mathematics of primary level students. These tools were constructed by the researcher with the help of a supervisor and expert.

**Data Analysis and Interpretation**:-The researcher considers it necessary to make some general observations regarding the data collected before proceeding to interpret the results. No conclusion can be drawn from the raw data collected by the research tools, for which the researcher interprets the results obtained by using different statistical methods from the data collected in association with the different tools. the present chapter deals with the analysis of data along with the interpretation of the results. It has been already described that the aim of the study is to determine the effectiveness of educational radio program. In the present study Educational Radio programs (English is Fun and Jhilmil) has been taken as the independent variable. And attitude and achievement are taken as the dependent variables. the study employed descriptive statistics for the representation of the effectiveness of Educational Radio Program on primary level students as well as teachers' attitude and comparing the variable by using Mean, SD and t-test. The oneway ANOVA computed to analyse the class 3 to 5<sup>th</sup> students' achievement on English language towards English is fun Educational Radio Program of the independent variable on the dependent variable. Therefore, statistical procedures known as classification and tabulation have been used to present disorganized, complex and unintelligible data in some significant form. The primary purpose of statistical inference is to generalize the findings obtained by researchers from a sample of the same larger population, which is a part of the sample.

### Findings of the Study:

1. There is no significant difference between the school teacher's attitude based on gender accessibility status of ERP, Teacher's motivation, technical issue on ERP, and Effectiveness of ERP.

But there is significant difference between the school teacher attitude based on gender towards Mobile Use on ERP. The male teachers (1.64) are greatly using the mobile phone than the female teachers (1.54). The reason is that the male teacher psychologically favors the use of mobile phone frequently and they may have

active interaction toward mobile phone usage.

2. There is no significant difference between the school teacher attitude based on Locality towards accessibility status of ERP, Teacher- Motivation, Technical Issue on ERP, Mobile Use on ERP and Effectiveness of ERP.

3. There is no significant difference between the school teacher attitude based on ERP and Non-ERP schools towards Technical Issue on ERP and Effectiveness of ERP. But There is significant difference between the school teacher attitude based on ERP and Non-ERP schools towards accessibility status of ERP, Teacher-Motivation, Mobile Use on ERP.

4. There is no significant difference between the school teacher attitude based on position (Headmaster and Teachers) towards, accessibility status of ERP, Technical Issue on ERP and Effectiveness of ERP.

But there is significant difference between the school teacher attitude based on position (Headmaster and Teachers) towards, Teacher- Motivation and Mobile Use on ERP.

5. There is no significant difference between the students based on gender towards accessibility status of ERP, Teacher- Students Cooperation, and Students Interest on ERP.

But there is significant difference between the students based on gender towards Students Motivation on ERP and Students Attitude on ERP. The female students (6.87) have higher motivation than the male students (6.47). it is due to their interest and self-ability. And the female students (42.32) have higher attitude on ERP than male the male students (41.29)

**Recommendations of the Study:-**1. It is necessary to resolve issues concerning the transmission of educational radio programmes. Because the main issue of educational radio programmes is a lack of radio sound or a radio network.

2. Schools where educational radio programs are not running continuously due to radio network issues. In addition to providing a small sound system in those schools, the program's recording data should be made available. in the present study, 46% of teachers recommended a small sound system and tools for 'Recording data' in the school.

3. All teachers should be provided regular training related to educational radio programs to do the activities during the program effectively. There should be a provision for regular teacher training on a continuous basis to provide them with new ideas and material, clear their doubts and exchange experiences, all of which are essential if the Educational Radio Program is to play a significant role in improving quality.

4. Today education is completely based on child centered

system according to which every child has the right to study according to his interest, age, physical and mental ability. That is, during the broadcast of the educational radio program, the program is narrated to the students of class 1-2 and class 3-5 by sitting together. Which is not according to the interest, nature and intelligence (IQ) of the students. Therefore, educational radio programs should be broadcast class wise keeping in view the individual differences of their students. According to the present study, the government should make some changes in implementing the educational radio program.

5. The broadcast time of the Educational Radio Program is between 12:05 pm to 1:35 pm. This is lunchtime for most primary level school children. so, most students are more interested in eating food than listening to educational radio programs. Thus, there is a need to re-schedule the Educational Radio Program schedule. So that most of the children can participate in the Educational Radio Program.

#### **Educational Implications of the Study:**

Educational implications are based on research findings which provide a way to make teaching learning process effective through constructivist approach. Based on the findings of the study the following educational implications can be determined.

1. The Educational Radio Program aims at improving the quality of teaching-learning process among primary school students. Learning is easy for primary school students through this program. Children take more interest in learning due to which positive improvement has been seen in their achievement.

2. Educational Radio Program is educationally more beneficial for people living in rural areas, as students get learning through the play way method.

3. Educational radio programs create an active environment for learning, allowing the student as well as the teacher to learn.

4. Educational radio programs provide an opportunity for students to learn independently. So, it is useful for the students. Through which it provides an opportunity to the children to study at home also.

Teachers encourage students to explain and reflect on their answers during

Educational radio programs.

**Conclusion of the Study:-**The main objective of the study is to find out the effectiveness of Educational Radio Program at primary level in Anuppur district of Madhya Pradesh through students and teachers attitudes on Educational Radio Program in terms of gender, locality and ERP schools and non-ERP schools. The

analysis are made on students' achievement score on English language, environment studies and mathematics. This study is focused on two educational radio programs namely a) 'English is fun' which is focused to improving English as a second language. b) 'Jhilmil' which is related to Environmental studies and Mathematics. In the present environmental studies and mathematics is basic subject to each and every student in the primary level schools. For which the development of education through the Central and State Government implement many programs / schemes. Educational Radio Program is one of the important initiatives for the development of primary education. In this study researcher has adopted survey method. The major finding of the study the educational radio-based learning in the classroom has proven academic quality in these remotely located tribal hamlets and these students have utilised the radio program though group discussion, student's teacher interaction, conducive classroom situation, improved listening skill. So, it is vital to sustain these programs in these schools for which the policies should be made and to be implemented stringently. Based on the findings of the present study, discussion, suggestions, implementations and conclusion for further research were made. Educational Radio Program aims at quality improvement in teaching learning process of primary schools. Radio programs empower our teachers to use popular media in academic pursuits and enable them to teach using innovative teaching methods. Presently the primary school use a functional method of educational radio programs. Teachers should be encouraged to follow and use innovation in their teaching-learning process.

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## हिंदी की राष्ट्रीय सांस्कृतिक काव्य-धारा : एक सिंहावलोकन

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हिंदी की राष्ट्रीय सांस्कृतिक काव्यधारा ब्रिटिश दासता और औपनिवेशिक मानसिकता की प्रतिक्रिया कही जा सकती है। इस काव्य-धारा ने तत्कालीन सामाजिक, राजनीतिक परिस्थितियों को न केवल दर्शाने का कार्य किया अपितु समचे साम्राज्यवाद को सार्थक चुनौती भी प्रदान किया। अंग्रेजी दासता ने समचे भारतवर्ष को भीतर से खोखला कर दिया था। भारतीय चिंतन परंपरा, भारतीय सांस्कृतिक मूल्य ध्वस्त हो चुके थे। शिक्षा, रोजगार एवं जीवन जीने की पद्धति आदि सब नष्टप्राय हो गये थे। ऐसे में एकाकीपन और असुरक्षा बोध की भावना ने भारतीयों को भीतर तक प्रभावित किया था। भारतीय नवजागरण ब्रिटिश अंधकार से निकलने का एक सार्थक प्रयास है और इसी प्रयास ने हिंदी की राष्ट्रीय-सांस्कृतिक काव्यधारा को जन्म दिया। राजा राममोहन राय, ईश्वरचंद्र विद्यासागर, केशव चंद्र सेन, महादेव गोविंद रानाडे जैसे चिंतकों ने सामाजिक जड़ता को दर कर अखंड भारत की ओर सार्थक कदम बढ़ाया था। सामाजिक-राजनीतिक क्षेत्र में शिथिलता और विभ्रम की जो स्थिति दिखाई देती है, भारतीय कविता उसे हटाती है और समचे राष्ट्र को एकजुट करती है। हिंदी की राष्ट्रीय सांस्कृतिक काव्य-धारा को समय और समाज की परिवर्तनकारी शक्ति के तौर पर देखना होगा। इस काव्य-धारा ने भारत के प्रति अंग्रेजों की विकृत मानसिकता को चुनौती देने के साथ भारत का गौरवशाली इतिहास भी प्रस्तुत किया। भारतीय ज्ञान-धारा एवं जीवन पद्धति के सन्दर्भ में अंग्रेजों नकारात्मक प्रचार कर रहे थे, भारतीय राष्ट्रीय सांस्कृतिक काव्यधारा ने इस नकारात्मक भाव को जनता के समक्ष रखा और भारत की सांस्कृतिक चेतना का गहन अनुशीलन भी किया जिससे कि भारत की वास्तविक स्थिति उजागर हो सके। अंग्रेजों द्वारा प्रचारित मानसिकता ने भारत को विश्व के समक्ष एक कमजोर राष्ट्र के तौर पर रखने का कार्य किया। भारतीयों ने अंग्रेजों के वास्तविक रूप को जनता के समक्ष लाने का कार्य किया और भारत के स्वर्णिम अतीत को जनजीवन के सामने रखा। अंग्रेजी दमन एवं अहंकार के प्रति विद्रोह की भावना पूरे भारत भर में देखी जा सकती है। विविध भाषाओं एवं बोलियों में पूरा भारत अंग्रेजी आधिपत्य का विरोध कर रहा था। हिंदी कविता भी इससे अछूती नहीं थी, इस काव्य-धारा ने भी क्रांति का रुख अख्तियार करते हुए औपनिवेशिक तंत्र को तार-तार कर दिया था। बात यदि भारतेंदु हरिश्चंद्र की करें तो उनकी कविताओं में सामाजिक विषमताओं पर प्रहार एवं अंग्रेजों की साम्राज्यवादी स्थिति को देखकर चिंता दिखाई पड़ती है। स्वयं को पराजित मानकर निराश बैठने वाले भारतीयों को उन्होंने जगाने का कार्य किया। वे जागरण का गीत गाते हुए कहते हैं –

जागो जागो रे भाई।

सोअत निसि बैस गंवाई। जागो जागो रे भाई॥

निसि की कौन कहै दिन बीत्यों काल राति चलि आई।

देखि परत नहिं हित अनहित कछु परे बैरि बस आई॥

निश उद्धार पंथनहिंसुझतसीस धुनतपछिताई।

अबहं चेति पकरि राखीं किन जो कछु बचीबडाई।

फिरै पछिताये कछु नहिं है है रहिजैहौ मुंह बाई॥

हिंदी की राष्ट्रीय काव्यधारा हिंदी पढ़ी का जातीय स्वाभिमान है जिसमें पूरे हिंदी क्षेत्र की धड़कन सुनाई पड़ती है। प्रो. कृष्ण दत्त पालीवाल जी