1. Topic

'**The Impact of Interactive Radio Instruction Programme "English is Fun" on the Quality of Primary School Learners of Jaipur City**'

2. Introduction

Education is a process for developing child's abilities and personality by imparting knowledge. It is a dynamic, continuous and objective-oriented process. Education is of two types-(l) Formal education (2) Non-formal education. Formal education involves face to face classroom interaction between the teacher and pupil while in the non-formal education formal classroom face to face teaching-learning process is not required.

Now a days the use of instructional media has become the essential part of teaching –learning process to realize various socio- economic , cultural and national goals.. multi-media technique in which print & non-print instruction media are used for imparting knowledge to students has become an essential part of education.. Print media includes printed text on papers whereas the non print instructional media is used in distance teaching with the help of radio, television,computer, teleconferencing etc. the subject matter is communicated to the students by employing technical devices or electronic media.use of media is most common in distance education . Distance education refers to mode of education where the interacting teachers and learners are separated by space or space & time, while the open learning focuses on removal of many restrictions and rigidities in opening the doors of education for the needy learners. Distance education and open learning system represents the third stage in the evolution of education so as to meet the growing demands

and challenges of society from time to time and help in expanding and equalizing educational opportunities oat Schools & higher stages.

In 1963, Kothari committee recommended the introduction of correspondence courses in various subjects in the University of Delhi as a pilot project. This experiment can be considered as a pace-setter for providing education through the distance mode in the form of correspondence courses. The open Schooling system at the national level was introduced in 1979. By now there are nearly seventy conventional universities offering correspondence courses through distance education programme. The courses are offered mainly through the print media. Some institutions use radio & TV talks to supplement lessons.

Why Radio

Given the erratic electric supply in urban and rural India, Radio is the cheapest, most widely available and reliable distance education technology, since it can also function on batteries.

The Instructional Process

We are using an innovative, interactive pedagogy known as Interactive Radio Instruction, which is being used for the first time in India. This allows listeners to not only hear English being spoken, but gives them opportunities during the radio lesson itself to speak in English.

This pedagogy we are using, known as Interactive Radio Instruction, has been very successfully used to teach English, other school subjects and educational programmes for adults in a number of other countries. Radio lessons contain a variety of child-friendly formats - drama, songs, language games, in Hindi-English, which hold the interest of primary school children. In 2001-02,Education development center, Bangalore has introduced an interaction based educational Radio programme in five

states namely- Maharashtra, Bihar, Jharkhand, Chhatisgarh, Karnataka and in 2008-09 Rajasthan and Madhya Pradesh . The main objectives of this Radio programme are as following:

1. To improve the English language skills[*] of large numbers of Hindi speaking students.
2. To develop the skills of teachers as well as students for an interactive based teaching – learning process of English language.
   - English language skills are divided into two skills –
       (a) Receptive skills - listening, Reading
       (b) Productive skills - Speaking

Interactive Radio Instruction Programme in Rajasthan

In 2008-09,the Rajasthan Govt. and Education Development Center, Bangalore have jointly started this IRI programme called as "English is Fun" in 26,026 Primary Government Schools of 11 districts,namely-Jalore, Sirohi,Pali, Kota, Bundi, Ajmer, Tonk ,Dausa, Jaipur,Sikar and Bhilwara . This programme is being sponsored by UNICEF(USAID). This Radio programme "English is Fun" is aired by Jaipur (203.25MW), Ajmer(603MT) and Mt. Abu(103.5MW) radio stations between 12:00pm and 12:30pm. This programme is broadcast for 5 days a week for half an hour. For Classes 5 & 6, a total of 120 radio lessons have been developed - each of 30-minutes duration . Thus using All India Radio (AIR) facilities, this interactive radio course has been broadcast to emphasize on improving English competencies among Primary School Learners of Government Schools.

3. Review of Literature

Following studies have been made previously in the area of proposed research :

1. Sachidananda and Sinha, A. K. (1991) **'Evaluation of the project on Radio Education for Adult Literacy (PREAL)'**.Main objective of the study was to assess the success of PREAL in improving the learning of adult learners through radio education. They found that the PREAL program could bring in some change among people with specific reference to self-confidence, assertiveness etc.

2. Aparaj, S.M. (1991) made a study on **'Developing Auditory Language Exercises in teaching English as a second language in secondary Schools'**. Main objective of the study was to investigate learner's micro-listening abilities and skills. In this study he found that integrative listening skill of the experimental group developed greatly as compared to the control group.

3. Rajendran, M. (1992) '**Activity-centered teaching of English: An Experimental Study'.** Researcher studied the difference in achievement in reading and writing skills of the students taught under the conventional method and activity -centered approach to teaching of English. Researchers found that the conventional method of teaching English language improved reading and writing skills of the students.

4. Majumdar, Angira (1992)' **A study of the relationship between attitude and achievement in English of class 9 students in Guwahati city**\ Main objective of the study was to study find out the above cited relationship. Major finding showed significant difference between the achievement scores as well as attitude scores of students attending govt, and Private Schools with the latter category of students showing higher scores.

5. Shah, Anupama and Mandal, Sushmita (1993) **'Use of modern and conventional media for distance Education: An experiment'.** They studied the effectiveness of the video - film in teaching in terms of gain in knowledge and development of ability. The results of the experiment indicated a significant gain in knowledge as well as development of ability in English through video films.

6.   Parhar, M. (1994) 'In his doctoral thesis studied the **Effect of media on students learning.** It was found that out of 20 Schools surveyed only 4 were using Schools TV programs folly. Video and audio cassettes players were not used. No teacher was found to be trained in the use of School TV programs.

7. Balasubramanian, N. and Yoganandam, **M.** (1994) conducted a research on **'Effectiveness of pre-recorded audio - cassettes as a supplementary device in teaching English pronunciation to School children**[9] and found this device significantly effective in teaching English language to students.

8. Goel, D.R. and Sarangi, Dibakar (1995) made **a** study on **'The IGNOU ETV: different Modes'.** In this study, the effectiveness of IGNOU ETV programs in direct, talkback

and interactive modes was explored and interactive mode was found more effective than the talkback mode.

9. Sahoo, Namita & Goel, D.R. . (1995) in his study **'Countywide classroom with and without talkback and the IGNOU programme'** found that in the programs they used, there was significant gain on program which was in talkback format. The viewers had a positive attitude towards UGC programmes.

10. Kaswakar, P. Aartee (1996) for her doctoral thesis studied **'constructional effectiveness of multimedia package to develop population awareness in the trainees of primary teacher training institutions'.** She found that it was significantly effective in comparison to actual method and developed awareness to a significant degree. Multimedia was more effective in changing the attitude of teacher trainees.

11. **Saxena, R.R.; S. Singh & J.K. Gupta (1996); "School Effectiveness and Learners, Achievement at the Primary stage".**They examined with reference to the impact of incentive schemes on pupil's achievement in language and mathematics in districts of eight states implementing the DPEP. They used the data of Base Line Assessment Survey conducted during 1993. They found the MDM had impact on achievement in language only in Madhya Pradesh.

12. Shamala, S.K. (1997) conducted research on **'Enhancing teaching competency through integration of art education for effective language teaching at the primary stage -** A **conceptual model'**. He found that the children, even the slow - learners, developed confidence and mastered language competence through group work and interaction.

13. Desai, B. D. (1997) **'Gujrati language teaching through play — An exploration'**. Main objective of the study was to develop oral, pronunciation, reading and writing games for the students of class 3 to teach Gujrati language. It was concluded that language games are significantly effective in developing the language skills of Gujrati language in students.

14. Enigo, M.Charls (1997) in his doctoral thesis **'Effectiveness of instructor controlled interactive video and conventional non - interactive video'** found that controlled interactive video was more effective than lecture method as well as conventional non - interactive video.

15. Deshmukh, Veena (1997) made a study on **'An experiment in the use of educational technology for teaching mathematical concepts'**. She found that the use of educational technology in teaching mathematical concepts had positive effect on the learning of students.

16. Reddy, G. lakanatha and Ramar, R. (1997) studied the **'Effectiveness of multimedia based modular approach with special reference to slow learners'.** In his study, he found that the use of multimedia proved beneficial for slow learners.

17. Sarma, Avatar Kolluru (1997) in his research, **'The effect of programming learning in teaching Sanskrit karakas'** studied Programmed Learning to teach Sanskrit Grammar. He found that programmed learning group obtained a higher mean. Their performance was better than the group taught through conventional method.

18. Jangaiah, C. (1998) made a research on **'learning styles of primary School children'**. Main objective of the study was to know the types of cognitive styles prevalent among primary School learners. It was found that the type of School, grade and the cognitive ability of the children had significant influence on writing skills.

19. Ilangovan, K.N.(1998) in his doctoral thesis **'Effectiveness of audio - video intervention in developing listening comprehension in English'** studied the comparison among effectiveness of conventional teaching method (CTM) and media- based non interactive group teaching (MNGT) and audio - video presentation as support (AVPSS). It was found that MNGT was more effective in comparison to CTM, and AVPSS was more effective in enhancing retention of listening comprehension.

20. Natesan, N. (2001) conducted a research on **'Teaching concepts in mathematics through video — cassette'**. Main objective of the study was to compare the effectiveness of teaching concepts in Mathematics through video cassette with that of traditional method. It was found that the increased level of academic achievement of experimental group was due to the teaching of mathematical concepts through video - cassette.

21. Ravi, R. (2004) made a research On **'cognitive abilities and their effect on receptive skills among primary School children'**. Objective of the study was to find out the effect of cognitive abilities in receptive skills in Tamil and English. It was found that cognitive abilities of primary School children enabled them to improve their reading and listening skills both in Tamil and English language.

22. Meenu, S. (2006) **'Utilization and effectiveness of**

educational television (ETV) programmes at primary School level'. Objective of the study was to assess the effect of ETV programmes on primary School learners of class 3 & class 5 in terms of their achievement in ETV lessons of maths and environmental studies and reaction towards ETV programmes. Major finding of the study is that educational television (ETV) programmes significantly improved their learning achievement as compared to their counterparts taught through traditional method.

23. S.Jayaraman (2006) **'A study of the relative effectiveness of multi-media learning packages (MMLP) on performance and behavioral outcomes of students of different age group'.** Objective of the study was to assess the relative effectiveness of MMLP in facilitating the learning of various concepts in hard topics. As a result, the MMLP prepared specifically for the particular concepts are found to be significantly effective for all the age groups of students.

24. Grihni Kendra (2008) -**'Evaluation report of interactive radio instruction (IRI) programme in Bihar'.** Main objective of the study was to assess the impact of IRI programme - 'English is Fun' in developing English language competencies in primary School learners. It was found that there is increase in mean knowledge of primary School learners in both reception as well as production tests and the increasing trend is almost same among boys.

25. Teacher Foundation, Bangalore (2008) - **'Evaluation report of a pilot project on interactive radio instruction (IRI) Programme in Chattisgarh'.** Main objectives of the study were To analyze the impact of IRI programme - 'English is Fun' on

classroom pedagogy and teacher behavior by observing teachers in selecteIRISchools 2) To study and compare the impact of IRI programme for post - IRI time and non - IRI time on primary School learners.   It was found that there is increase in mean knowledge of primary School learners in English language and there is a significant overall increase in the scores for students' activities in post - IRI time.

4. Justification of the Study

In this era of globalization, the scientific invention and technological developments have influenced every walk of human life. It has resulted the introduction of technologies i.e. mass media in the field of education. As the experiments show that use of technology in education concretize the knowledge to be presented and help in making a learning experience appear real, living and vital, Government developed a radio programme so that language teaching- learning process may become more easy because mass media deals with words. Mere verbal descriptions do not help to bring the fact home to pupils. As mass media compel the pupils to be attentive, they enable students to learn faster, remember longer. This IRI Programme is an effort to remove the English language barrier among Government schools learners using education technology. Several researchers (related studies No.1 to 23) have studied the efficacy of mass media and the result unanimously prove that mass media is more effective as compared to the conventional methods of teaching. Only two researches have been undertaken(related studies No.24, No.25) which are directly related to IRI programme .The researcher wants to assess whether the objectives of IRI programme in Jaipur city are fulfilled ? and whether this IRI programme impact the Quality of teachers and primary school learners ? so that if the impact is find to be positive then this IRI programme can be extended to higher classess as well as to other subjects.

Variables of the study

Independent Variable: Interactive Radio Instruction Programme " English is Fun"

Dependent Variable: Quality of Primary School Learners

In this research study, the Researcher will study only acquisition of competencies in English language (receptive & productive skills) regarding quality of primary school learners.

5. Objectives

The objectives of the study may be stated as:

1. To compare the achievement in English Language skills of Primary School Learners of Government Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

1(a). To compare the achievement in Receptive skills of English Language of Primary School Learners of Government Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

1(b). To compare the achievement in Productive skills of English Language of Primary School Learners of Government Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

2.To compare the gender difference achievement in English Language skills of students of Government Primary Schools where IRI programme is conducted.

2(a). To compare the gender difference achievement in receptive skills of English Language of students of Government Primary Schools where IRI programme is conducted.

2 (b) To compare the gender difference achievement in productive skills of English Language of students of Government Primary Schools where IRI programme is conducted.

Hypotheses

Following null hypotheses have been formulated to achieve the above mentioned objectives:

1.There is no significant difference in achievement in English Language skills of Primary School Learners of Government Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

1(a). There is no significant difference in achievement in Receptive skills of English Language of Primary School Learners of Government Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

1(b). There is no significant difference in achievement in Productive skills of English Language of Primary School Learners of Government

Primary Schools where IRI programme is conducted as well as that of Government Primary Schools where IRI programme is not conducted.

2. There is no significant gender difference in achievement in English Language skills of students of Government Primary Schools where IRI programme is conducted.

2(a). There is no significant gender difference in achievement in receptive skills of English Language of students of Government Primary Schools where IRI programme is conducted.

2 (b) There is no significant gender difference in achievement in receptive skills of English Language of students of Government Primary Schools where IRI programme is conducted.

7. Methodology

Survey study will be conducted to collect the data.

Framework of survey method

In the study, reception and production competencies of grade 3 , grade 4 and grade 5 students will be tested. Under *receptive skills* (listening and reading skills) following four competencies of students will be tested:
- Colours
- Vocabulary
- Numbers
- Actions

Whereas five competencies of students are tested under productive skills (speaking skills)
- Simple commands.

- identifying the parts of body
- Description of animals and birds activities
- Expression of actions in sentences.
- Identifying an object and stating it in full sentences

Population

The research study will include grade 3, grade 4, grade 5 students of Government Primary Schools in Jaipur as Population.

Sample

500 students of Government Primary Schools where IRI programme is conducted and 500 students of Government Primary Schools where IRI programme is not conducted will comprise the sample.

Sampling Technique

Purposive sampling will be taken as sampling technique for the proposed study.

Tools of the Study

Standardized self made achievement Test in English Language

will be employed for the collection of data for the proposed study.

Statistical Techniques

  t-test

8. Limitations

1. The proposed study will be restricted to government Primary schools of Jaipur City .

2. The research study will be conducted on grade 3, 4, grade 5 students .

3. Role of community and Involvement of parents regarding IRI programme will not be observed.

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