

# Radio-Conferencing in Teacher Education in J&K State

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## **Need and Justification**

The school teachers are facing multifarious pedagogical and management problems during their day-to-day teaching-learning process. Some of those problems are general and some target area specific in nature. No doubt, various attempts have been made to improve upon the existing problems. In this regard, various remedial programmes have been launched for the orientation of the school teachers but most of those programmes were expensive in nature, centralised in mode and downward in approach. Unfortunately, attempts have not been made to establish interaction with the teachers working to identify the practical problems and solve them at their workplace.

We all know that J&K State have a large number of schools, school teachers and also mobile schools in the remote areas. It is practically, not possible to solve all their problems through face-to-face interaction. With the technological explosion, the means of communications and the availability of potential medium viz, Radio, and easy access to the telephone and FAX facility all over the country, it is possible to interact with school teachers, the student community and their parents by a technique called Radio-conferencing without any dislocation. Therefore, it is proposed to organise an interactive radio-conferencing to solve the day-to-day problems of school teachers, students and the community, initially only on one Radio Station (for example, AIR, Jammu) on an experimental basis.

## **Review of Literature**

Radio-Conferencing as a strategy of teaching-learning has been largely used in foreign countries so as to impart different educational and vocational courses and to orient the teachers and the teacher educators. The studies, which have been reviewed, are as under :

Knapezyk and Rodes (1995) conducted an audio-conferencing for in-service teachers and found it relatively inexpensive means of solving teachers problems. Schmith, Sullivan and Hardy (1994) conducted an audio-conferencing for teachers teaching algebra to migrant students and found it useful to increase ability of students to communicate mathematically. Irt reports that audio-conferencing is a viable alternative of face-to-face instruction for teaching of Algebra. Cookson (1995) while conducting a study on audio-conferencing found that audio-conferencing is useful in solving and administrative arrangements in remote areas. Besides, he reports that audio-conferencing technique is useful in the absence of a visual channel of communication and geographical dispersal of instructor and learners.

The study conducted by Joson (1996) reveals that audio-conferencing is also a useful strategy for the assessment of cognitive skills.

### **Focus of the Study**

The Focus of the study will be :

- (i) To assess the feasibility, workability and effectiveness of audio-conferencing to solve the problems of teachers through off timing of Radio Station.
- (ii) To gather the gross root levels, pedagogical and class management problems of primary school teachers.
- (iii) To provide possible ways of solving the gross root level pedagogical and classroom management problems of teachers through radio-conferencing interactions among themselves with the help of local experts.
- (iv) To give an opportunity to primary school teachers to share experiences with regard to classroom management through interaction among the different groups of teachers.

### **Research Questions**

The study will make an attempt to explore viable solutions to the following :

- (i) Can radio-conferencing be an effective device in solving the classroom problems of teachers in decentralized distance mode?
- (ii) Can off timings of a Radio Station be used for local educational purpose?
- (iii) Can FAX and telephone communication be an effective way to link teachers for healthy interaction?
- (iv) Can different groups of teachers explore the probable way to solve classroom problems by themselves?

### **Methodology**

The study will involve the following methodology :

- (i) Sample survey to gather the problem and solutions of classroom management problems.
- (ii) Orientation of facilitators to carry out the experiment.
- (iii) Organisation of Radio-Conferencing for primary school teachers.

## **Special Features of the Experiment**

The study will involve the following special features :

- (i) **Local Based:** The important feature of this model will utilise local infrastructure. Local Radio Station, local DIET, local experts and local/STD phone and fax facilities.
- (ii) **Teachers Own Model :** In this model their own colleagues will solve the problems of teachers. No outside experts will play a major role to solve teachers problems.
- (iii) **Recessive Role of Experts:** The experts will play the role of facilitators only. Therefore, the dominance of experts will be avoided.
- (iv) **Less Lectures :** Radio-conferencing will start with problems of the teachers and no lecture will be given to start with the programme. Through audio-medium (Radio-conferencing) care will be taken to discuss the relevant informations only.
- (v) **Use of off Timings of AIR :** The radio station is available almost everywhere in India. These AIR Stations having lots of off timings and the utilisation of this time for educational purpose was never thought of.
- (vi) **Decentralised :** Like video-conferencing the technique is not a centralised in its approach.

### **The Content of Radio-Conferencing Experiment**

The study will involve the following aspects of classroom management and will be focussed during audio-conferencing as :—

**Day I : Teaching in Multi-Stage Situation :**

How a teacher will treat the class in multi-stage situation? What are the strategies, which strategy should be adopted by a teacher in this situation?

**Day II: Problems Related to Over Crowded Class :**

In this session strategies to deal crowded class management, evaluation of home task and problems related to administration faced by Head Teacher, Zonal Education Officers and Chief Education Officers and Teacher Educators will be discussed to find out suitable alternatives of the problems.

Day III and IV : Problems Related to Classroom Pedagogy :

In this session the teaching-learning strategies adopted by the teachers for classroom pedagogy and their effects will be discussed. The teachers facing various problems of child psychology during their teaching will also be discussed.

Day V : Organization of Learning and Community Participation :

In this session strategies and feedback pertaining to the organisation of teaching-learning process will be worked out with the active participation of community, teachers, head teachers, zonal education officers, local teacher educators in order to make programme of teacher education, universalisation of elementary education, as people's movement. Besides, the role of Panchayat/NGOs/Social Organisations will also be discussed to facilitate teaching learning environment.

### **Selection of Sample**

**Around two hundred teachers will be assembled in eight centres. The sample will be delimited in Jammu province. The centres will be as follows :**

1. Jammu District two centres (1 rural & 1 urban school)
2. Udhampur District two centres (1 rural & 1 urban school)
3. Kathua District two centres (1 rural & 1 urban school)
4. Poonch District two centres (1 rural & 1 urban school)

### **Procedure of Conducting Radio-Conferencing Experiment**

In this experiment locally selected experts will sit at the Radio Station (conferencing /studio room) and the various group of teachers belonging to different zones of the four Districts centres involving 10-15 teachers each centre will assemble at a common place preferably at District Head/Tehsil Head Quarters. The experiment can be performed in three phases :—

(i) **Problem Phase :** During this phase the participants will raise their problems related to classroom management from their centres by telephone/Fax to the control room of Radio-Station. When one centre will raise problems through telephone (e.g. Radio Station, Jammu) at the same time the participants at the other centres will receive the problems through radio broadcast from Radio Station (say AIR, Jammu) on their radio sets. The problems discussed in the first phase of experiment will be received by all the participants listening radio-conferencing programme at their respective places. This programme will be broad casted for the period of one hour per week.

(ii) **Discussion Phase** : The time will be allotted to all the centres to analyse and discuss the problems of other centres and to workout the practical way to solve them. Each centre will be asked to answer the probable ways to solving the problems of the teachers through Radio Station and by Fax/Telephone.

(iii) **Solution Phase** : In this phase the discussion will be conducted by each group to arrive at constructive solution of problem with the help of the experts sitting in the studio of the Radio Station (e.g., AIR, Jammu). The experts viz, local teachers, head teachers, zonal education officers, chief education officers, local community members, teacher educators will discuss the problems and will come out with action plan for the problems. During the discussion, the participating teachers will be free to ask counter questions. During the discussion the participating members of each group would be able to give suggestions even to the highest officer/expert to make the radio-conferencing technique successful to serve the national cause.