

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is one of the most important aspect of communication. In other words, a system of communication is called a language. It is a voluntary vocal system of human communication. It is an abstraction based on linguistic behavior of its user. Richards et al. (1999, p. 196) define language as "the system of human communication which consists of structured arrangement of sounds (or their, written representation) into large units, e.g. morphemes, words, sentences, utterances."

The learner acquires language from various ways. Initially, the child starts to speak by using his/her mother language. Then, gradually, he/she gets mastery over second language from the school. He starts to learn a second language from the school. There are various ways of learning language, among them one of the ways is 'Distance learning'. According to Chandra (2008):

The term, 'distance education' refers to the process of learning in which there is spatial and usually temporal distance between the teacher and the learner. It takes place when a teacher and students are separated by physical distance and technology, but sometimes they have face to face communication to bridge the instructional gap. (p.10)

The term 'distance education' is known by a variety of names like 'correspondence education', 'open learning', 'home study', 'independent study', 'external study', 'off campus study' 'external system of education' etc . It emphasized not only on print media but also on non- print media; multimedia approach is the corner stone of distance education system.

Even though, distance learning is another dimension to the facilities of education starting from school to tertiary level. It is also called correspondence instruction or education through correspondence. It is again known as home study or postal tuition which is popularly called distance learning or distance education. (Henceforth DL or DE).

Distance education or distance learning is primarily a self learning method. The student has to be dependent more on his own initiative and motivation than anything else. In this regard, Sharma (2005) says:

Classroom teaching is absent in the system and instruction is imparted to distant or off campus student. DE is quite innovative; flexible and less expensive. The learner is to make progress according to his own capacity. Nothing is imposed from outside and everything is achieved by himself. (p.4)

Distance education is psychologically as well as sociologically sound and effective. Now, that distance learning has been able to give educational opportunities among the people irrespective of their status of conditions, it is assuming socialistic dimensions.

Pointing out the features of this system the Kothari Commission (1997, as cited in Sharma, 2005, p.12) says:

The home study method no doubt lacks the inspiring contact with the teacher. But inspiring the teachers is rare, and in correspondence study the adult has a strong motivation to learn. The method also established a personal and private relationship with the teachers which encourage discussion and understanding through written and verbal communication thereby ensuring relevancy and precision.

We can say that, DE is more flexible. So anybody can study it in his/her desirable time, mood and style. Especially adults can begin their education from home at any time. DE is the potential medium to give educational opportunity to all. DE can connect both teachers and students even they are far from each other physically. It provides a way to make teaching learning effective.

1.1.1 Definition of Distance Learning

Distance education is an instructional programme for students who are separated by physical location. It is the transmission of education or instructional programme to geographically far students. It involves two ways communication between teachers and students for the purpose of facilitating and supporting the educational process. The term distance learning is an example of non- formal education. It provides equal access to learn for every student or learner even though they are not directly connected with teacher. It represents a method of educational delivery which has to serve dragging the physical separation of the faculty members and the students. Greenberg (1998 as cited in Bhandari, 2010, p. 101) defines distance learning as, “a planned teaching/learning experience that uses a wide range of technology to reach learners at a distance and it is designed to encourage learner interaction and certification of learning.” Distance learning is an instructional delivery system that connects learners with educational resources. It provides educational access to learning opportunities of current students. It uses available resources and emerging technologies in teaching learning. Moore (1967) states that the family of instruction methods in which the teaching behaviours are performed apart from learning behaviors, including those that in a contiguous situation would be performed in the learners presence. So that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices. (as cited in Puri, 2008, p.50)

In conclusion, we can say that in distance learning, teaching behaviour remains separated from the learning behaviour. It is different from teaching and

learning because electronic and other media may be used to affect learning and teaching. It offers a choice to learners who are unable to pursue education due to various reasons. It provides an opportunity to them who are in less affordable position, who are unable to go to school due to the lack of time and lack of physical fitness.

1.1.2 History of Distance Learning

The beginning of distance learning has spanned a time period of more than 150 years. It began in 1840 A.D. with Issac Pitman's newly discovered course for distance students through the penny post. A school of modern language established in 1856. It started teaching foreign language through correspondence. USA started first correspondence education in 1873. Home study society was established there. It initiated in Europe in 1890 from Germany and Sweden. The USA and USSR developed this system of education in a big way from middle of the 20th century. India also started it from 1962. Delhi University launched this programme and started to educate by letter. It developed rapidly after the 1970 when India established open learning University. Now, there are many open learning universities in India. (as cited in Sharma 2005 p. 10)

Some schools and some awareness programmes are running under the distance education in SAARC countries. It is an emerging discipline in Nepal as other countries.

1.1.3 Distance Education in Nepal

Distance education is the transmission of educational or instructional programme to geographically dispersed individuals or groups. It is an instructional delivery that does not contain the students to be physically present in the same location as the instructors. It takes place when a teacher and students are separated by physical distance and technology, that is voice, data, and print, are used to bridge the instructional gap.

Khadka (2003) writes the concept of distance education started in Nepal from 1957 through broadcasting Youth Oriented Programme. This concept was created by college of education. DE came in its existence after the teacher training programme. DE spread in Nepal with various programmes. Radio Education Teacher Training Project (RETTP), emerged in 1978 as a joint venture of HMG and the US government. Altogether 72 districts of the country participated in the course so far and within a few years of its implementations, 2944 under SLC teachers were trained. The RETTP second was started with the goal of developing radio course in English, Mathematics, Science, and Nepali including the four subjects for promoting the SLC failure students. However, due to certain limitations only English lesson entitled “Radio Tuition” could be developed and broadcasted. The first radio tuition program was broadcasted on May 4, 1986. Altogether 493 trained teachers got opportunities to take this English tuition course. As per the change in the government policy of substituting the under SLC teachers by the SLC ones, the distance education centre has been conducting training programme for the SLC pass untrained primary teachers since 1989. (P.112)

To make the slogan “Education For All ” successful the government formulated distance education and open learning (DEOL) policy and directives in 2006 B.S. According to the NCED, (2010) “Open school programme at secondary level started in 2007 after formulating DEOL policy and directive in the form of a pilot programme. At the beginning, 150 students were admitted in five open schools; so far open school has been entered up to schools across the country.” Niraula (2010) says:

The deprived and marginalized people, woman, people Liberation Army (PLA), employees, school dropout children, adolescents, adults, and those who wish to study through the alternatives means are the target people of open school, people of different age group ranging from 16 to 60 have been studying in open schools. The success rate of open school

is encouraging; the average pass rate of open school students in the SLC exam is almost 70 percent. (p.126)

The history of distance education in Nepal came in existence when teacher training programme launched through radio and other media. The training programme was initiated with a view of providing training to the untrained rural primary school teachers. Such programmes are not only limited in teacher training, it is started to provide education those who are deprived from school education as well as other education. They can take education in their free and suitable time. Now DE became the favorite of deprived and marginalized people, women, employers school dropout children and adults. So the scope of distance education is growing day by day.

1.1.4 Significance of Distance Learning

Distance learning is very important in the context of alternative education. Formal schools are not the ultimate and absolute destiny to educate people. There are many rules and regulations that can be problem to educate to all people. Fixed time, fixed course, fixed place, fixed instructional strategies, and evaluation procedure are the barriers of education. There are many people who are not able to get formal education. They are being busy to fulfill their basic requirement of survival rather than education. To fulfill the gap between their interest to get education and their obligation, DE plays vital role. So in this sense it has great importance.

Niraula (2010, p.128), says, "Universal education through schooling is not feasible; it would be no more feasible if it were attempted by means of alternative institutions built on the style of present schools." Government has declared that basic level education up to grade eight will be free, however seven percent school age children are still out of school. We need to think seriously why these students are not joining schools? In context of Nepal, only limited number of schools is established. So students don't have easy access to

reach school in spite of their willingness to go to school. They are far in distance.

Poor parents do not send their kids to school and government is unable to provide subsidize in remote area for those kids. Niraula (2010), states;

"Main thing is that we are obligated to provide universal primary education (UPE) and to make fifty percent improvement in all levels of literacy by 2015; achievement so far indicates that it is not possible with in this frame work. Thus, we need to think differently to solve this problem, Distance Learning and Open Learning (DEOL) could be the alternative means to resolve this problem". (p.127)

Similarly, Puri (2006, p. 9) gives the following ideas which have played a significant role in the emergence of the concept of distance learning or non formal education:

- (i) Because of the explosion in knowledge, the knowledge obtained through the stream of formal education remains incomplete, and so the non-formal means of propagation of knowledge can be employed for new knowledge and experiences.
- (ii) The science of educational structure (architecture) is developing rapidly. Because of its hardware and software approach, education has emerged from the classroom and come into the community. Among the effective means of non-formal education are civic life, literacy and cultural institutions, radio, television, pocket books, magazines, libraries, correspondence courses, scientific inventions, films etc...
- (iii) The responsibility of imparting education is not solely of the schools; it is the shared duty of all those who know something. Such individuals may well not be a part of the formal stream of education,

but their informal functioning as education is of the highest importance.

Thus distance learning is the best way to give education for all. Only one area of knowledge is not enough in this competitive world. People have not time to take education from the formal based education center. On the basis of distance education, students can study on their suitable time, desire course, in desire place and from the various instructional strategies.

1.1.5 Need of Distance Learning

Distance learning is the transmission of education to such students who are the geographically dispersed and who have not fixed time and fixed place for study. In a modern society, the sharing and expansion of knowledge and information are the key factors for economic and social development. Due to these characteristics, the speed at which knowledge and information travelled has accelerated tremendously in connection with the rapid expansion of the education.

The flow of education is one of the important factors to change society. Distance education is the medium for wide education. Mathema and Bista (2005, p.18), states, “Only school and class does not favour the poor kids, girls, linguistics and ethnic minorities, and children who are coming from different socio-economical background.” Distance education is the alternative solution for schooling to them.

Formal schooling is not the ultimate program to educate people. Poverty, conflict, early marriage, occupation, lack of time, physical separation, social, cultural and ethnic problems are the barriers to formal schooling. Formal school cannot be managed for small number of students who are living in the remote area but distance education can help them. Niraula (2010) says, “Conflict affected people, police, army, people liberation army (PLA) are getting benefit from Nepalese distance learning school. Drop out children are no more interested to join the formal school because of their age, family

responsibility, dress, lack of time and personal ego”. These issues are more or less similar throughout the world. The concept of open school has been implemented all over the world to address such issues. So, in Nepal also the concept of open school is developing day by day.

According to the NCED (2010, p.3), the need and importance of the open and distance learning in the context of Nepal have mentioned as follows:

- (i) To provide the educational opportunity to the excepted students from school due to conflict.
- (ii) To provide the educational opportunities to those who are interested to study through alternative methods.
- (iii) To provide the educational opportunity to geographically, educationally, socially and economically backward students.
- (iv) To provide vocational training for unemployers who have completed basic education.
- (v) To provide education opportunity to those who have not access to attend in classroom and fulfill their basic needs from the self study material.

So, distance education is needed in context of Nepal. Nepal is in the threshold of becoming a global knowledge society. Without proper knowledge of open model, people may suffer from high competition. Education without relevance to social life and more expensive theoretical knowledge may render pupils helpless in a high competition. Distance Education is the way of obtaining knowledge without losing job. It makes education cheaper. Thus, to deal successfully with knowledge in a global society, open and distance learning can be a crucial tool.

1.1.6 Tools of Distance Learning

Distance learning is the process of sharing knowledge through some medium/ tools. Without the tool, distance learning becomes handicap. A variety of technologies are used in distance learning, including printed materials, audio, video, and computer media. It uses different technologies to bridge the gap between the teachers and students.

Self learning materials (SLMs), student support systems, and video conferencing etc. are some of the examples of tool in distance learning. In recent years, e- mail and websites have been very popular as a very good means of communication in developing distance learning. Information and communication technology plays an important role in different stages of distance learning.

According to the Sharma (2005), the following technologies are used in the delivery of distance education to the target groups.

1. Printed material: It consists of pamphlets, books and manuals. The printed material forms perhaps the most important of the learning strategies of distance education.
2. Audio visual aids: In this mode, it includes slides films and audio video tapes.
3. Radio and TV: These mass media can be used to broadcast and telecast learning programme. It helps to create a sort of campus in the home.
4. Computer aided learning: It is also a kind of indirect learning and is used extensively today.
5. Study group: It provides informal face to face encounter between learners who can mutually come to under their difficulties. (p. 32)

1.1.7 Structure of Communication in Distance Education

In general classroom teaching, teachers and students meet together for teaching learning activities but in case of distance education it is difficult to meet and discuss. So, to bridge the gap between the teacher and the students appropriate

designing and implementation of introduction with the help of the available communication technology. It is very much essential from the point of view of achievement or success in distance education system unlike classroom based communication. Distance education gives emphasis on mediated communication technologies. Sahoo (2000, p. 120) gives two types of structure of communication technologies in DE.

(i) One way communication

It is assumed that learning takes place through reading of correspondence materials in the form of self instructional materials, reference books, text books and other forms of print based reading materials. There are other kinds of one way communication media like audio cassettes, radio talks and television, which may be treated as ancillary media for correspondence study programme currently.

(ii) Two way communication

The learners are supposed to submit assignment at a regular interval in an academic session. The response sheets are evaluated and feedback is given to the learners on the basis of evaluated assignments. Moreover, the student queries are answered by the tutors through correspondence. Hence correspondence based feedback is given to learners by tutor. The learners improve their assignment on the basis of feedback given by the tutor. Experience of such system of communication reveals that two way interactions through correspondence made by contribute towards refinement of understanding level.

1.1.8 Problems in Distance Learning

There are some problems in distance learning. Valentine (2002, p. 4) mentions some problems in distance learning. These are; quality of instruction, hidden costs, misuse of technology, the attitudes of facilitators', students and administrators. Each one of these has an effect on the overall quality of

distance learning as a product. In many ways, each of these issue relates to the others.

1.1.8.1 Quality of Instruction

The first issue is the quality of instruction that is given through distance learning program. The quality of instruction depends on the attitude of administration and the facilitator. It seems that the administration believes the technology itself will improve the quality of the class. Palloff and Pratt (2000 p. 4) reminds us that "technology does not teach students; effective teacher do" (as cited in shah 2007 p. 145). They make the point that the issue is not technology in itself, but it depends on how it is used in the design and delivery of courses. Often facilitators do not design their lessons but they take advantage of the technology presented. It affects the quality of the instruction as well. Research suggests that the effectiveness of distance learning is based on preparation, the facilitator's understanding of the needs of the students, and an understanding of the target population. Sherritt (1996) found in her survey of higher education administrators that many of the decision makers view distance programs as second rate, a necessary but deficient form of education. (p.2) She indirectly argues that this attitude was also found in academic departments that have no strong mandates to adjust their curriculum and instruction to fit distance learning beyond cursory cooperation.

1.1.8.2 Cost Effectiveness

The second issue is the true cost and the cost effectiveness of distance learning program. Is distance learning program actually cost effective? A study by Phelps et al. (1991, p. 303) found that the potential cost-effectiveness of using online technology in distance education is still uncertain"(as cited in shah, 2007 p. 145). The further study showed that the concept of costs and effectiveness are not as simple as they first appear. Similarly, Atkinson (1983) says that it is possible for a programmed to be efficient but not cost effective if the outputs

which are actually produced but do not contribute to the programmers' objectives (ibid).

1.1.8.3 Misuse of Technology

Besides the cost of the technology, there is the possibility of not utilizing all its' potentialities. Some of these problems arise from a lack of training, facilitator's attitudes about using the technology, and some of others by hardware problems. The facilitators need to be well trained to use distance learning technology, but most of them are not well trained. It also seems that the administration has the misconception; the technology itself will improve the course. Advancement in technology does not lead to effective distance education. The best distance education practices depend on creative and well-informed facilitators. Bates (1995) argues that newer technologies are not inherently better than old ones and many of the lessons learned from the application of older technologies will still apply to any newer technology. (p.12)

1.1.8.4 The Role of the Technicians

The success or failure of distance learning programs is the role that the technicians play in distance learning. Of course, they play a main role in the technical delivery, but little is known about the non-technical activities of the technicians that could have an influence on the instructional process. Olenski et al. (1995) found that technicians could indirectly influence the learning environment by orientating participant to the technology, reducing the anxiety of the participant (including the facilitator), and by advising the facilitator on instructional techniques (ibid). This type of role, which is viewed by the facilitator negatively, can have a huge impact on the quality of the presentation. Therefore, the facilitator need not only to adapt the educational environment but they should also adapt to another person in the room that can help or hinder the delivery of the lesson.

1.1.8.5 Problems with Equipment

Equipment and hardware malfunctions can be great detriment to the effectiveness of distance learning. When a problem occurs in a class everything comes to a standstill and the learning environment is interrupted. If there are too many instances, the entire course can be affected. For instance, if an overhead projector goes out during a facilitator's presentation, an alternate way of delivering that information can easily be found. However, if a compressed video presentation has problems, the entire class must be stopped until the problem is resolved. If the facilitator goes ahead with the lesson, one site will miss out on that information.

There are many problems in Distance Education. Some of them are: problems in instructional quality i.e. the instructor cannot address to all diversities students. The individual difference of the student is not possible to address in distance learning. The cost is not simple as thinking. The technology does not always support. The technicians sometimes may be confused.

1.1.9 Teaching Programme 'Hamro Pathasala' Through Radio

The data have been summarized on the basis of interview with Gunakar Aryal, the station manager of Madanpokhara F.M. 106.9 MHz. at Palpa.

It was the impact of conflict, all the news programme of radio Madanpokhara had stopped after Magh19, 2062 B.S. Radio station searched new way to broadcast news. Schools were not opened properly due to the same reason .The impact of conflict was seen in the field of education. Students were not getting opportunity to go to school regularly. They were not getting school education regularly. Negative impact was seen in the future of students.

By observing such situation, Madan Pokhara F.M. introduced a concept to teach through radio. The programme 'Hamro Pathasala' is broadcast every Monday, Tuesday and Wednesday of the week at 9:15 pm to 9:45 pm. But the English lesson is broadcast every Monday. (See appendix II). It is revealed that the first teaching programme started in 2062 B.S. Three subjects (English, Math and Science) of 8 classes were made the centre of broadcasting. It added

9 class subjects another year and in 2064 it added 10 class subjects also. It broadcast subjects of 8, 9 and 10 class. This programme focused on the students of SLC level. In 2064 B.S. CDC (Curriculum Development Center) changed the curriculum of secondary level. The questions were asked only from grade 10 in SLC. Then, the radio programme was also changed. It started to broadcast only the three subjects of class 10.

Radio programme is the new concept in the context of Nepal. It is taken as a tool of distance learning. But a little difference has been found between the distance learning and such type of programme. Students who do not go to school regularly should have to be oriented to distance learning. Instead, radio programme is oriented to the students who go to the school. This programme is conducted to assist the SLC students. Students who are not getting advantages from the classroom teaching they are really benefited from this programme. Students who are not capable to pay money for tuition are also benefited from this programme. The students who are blind are also getting more benefit. The result of this programme has been significantly noticed on blind students to go a step forward in their SLC exam.

1.2 Review of Literature

Some researches in the distance learning have been done at home and abroad. Some of the researches carried out are reviewed below.

Mally (1999) has attempted to find out 'students perceptions of distance learning, online learning and the traditional classroom'. He concluded that the students perception in open learning (OL) has a significant relative advantage than traditional methodologies. These advantages assisted them to save their time, fitting in better with their schedules and enabling students to take more courses. Students seem to have much more negatives beliefs about DL than OL. The Students do not perceive the DL is as effective as traditional methodologies. But they perceived benefit of DL in their working as well as in their schedules also.

Valentine (2002) carried out a research entitled 'DL; promises, problems and possibilities'. The finding of the research showed some technological problem that the instructor needed to be comfortable with the medium and he must be motivated to prepare adequately for classes.

Sujata (2002) carried out a research on "Distance Education at Secondary Level in India: The National Open School." The study dealt with some strong and improvement aspects .The majority of students chose to join National Open School in order to continue higher study. It is also true that students were able to improve in their educational level and this enhance for the betterment of their employment opportunities.

Adhikari (2007) carried out a research entitled 'A Study on present situation of the distance education (DE) and open learning (OL) process in Nepal'. The goal of the study was to explore the need of the DE in Nepal, and to find out the advantages and disadvantages. The study concluded that, DE/OL helps students for higher education. It also promoted awareness programme in society.

All the aforementioned studies show the different aspects of distance education. The present study is focused on role of radio programme teaching English language at secondary level. And no one has carried out research on this topic.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. to explore the role of radio programme in teaching English at secondary level.
2. to provide pedagogical implications.

1.4 Significance of the Study

This study will be significance for many reasons. The findings of this study will be beneficial to subject experts, curriculum designers, policy makers, textbook writers, language trainers, methodologists, and all the people who are

directly and indirectly involved in English language teaching and learning. The study will be useful for those who are involved to plan curriculum for distance learning. It will be very important to those who are planning distance learning policy, and examination process. It will be equally important to the instructors of the distance learning as well.

CHAPTER TWO

METHODOLOGY

2.1 Sources of Data Collection

I used both primary and secondary sources of data to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data were the students of secondary level from selected schools of Syangja and Palpa district who learn the English by listening to the radio programme.

2.1.2 Secondary Sources of Data

The secondary sources of data for this research were some related books, journals, articles, research works, reports, dictionaries and websites to collect more information for the facilitation of the study. Some of them were valentine (2002), Rao (2004), Khanna (2006), puri (2006) and panda (2007).

2.2 Population of the Study

The total population of the study was the students of different schools of Syangja and Palpa districts who were involved in learning the English language by listening to the radio programme.

2.3 Sampling Procedure

Palpa and Syangja districts were the research area of the study. Forty students of grade 10 from 5 different schools were selected by using random sampling procedure. Then, I distributed the questionnaire to elicit the data.

2.4 Tools for the Data Collection

The research design of the study was survey research. I used questionnaire to elicit the required information for the study. The questionnaire consisted of

both close ended and open ended questions. (See Appendix I)

2.5 Process of Data Collection

I used the following step-wise methodological procedure to collect the required data.

Step 1: I selected five schools in Syangja and Palpa districts (2 in Syangja and 3 in Palpa)

Step 2: I visited the selected schools and got permission from the school authority to distribute the questionnaire to study.

Step 3: I built rapport with the respondents and explained them about the purpose of my study.

Step 4: Then, I selected 40 students of grade 10 using simple random sampling.

Step 5: I requested them to help me by responding to the questionnaire.

Step 6: Finally, I thanked the students for their participation.

2.6 Limitations of the Study

The study had the following limitations.

- (i) The study was limited to the 40 students from 5 schools of Syangja and Palpa districts.
- (ii) The population of the study was limited to the students who studied the English language by radio.
- (iii) The study was limited to the study of teaching English language through radio programme.
- (iv) It was limited to the data elicited only through the questionnaire.
- (v) The study was limited to the analysis of 'Hamro Pathasala' as a medium of teaching through Radio Madanpokhara held in Palpa.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is the focal part of the research report, which deals with analysis and interpretation of the data obtained from primary source and which consists of all the main aspects of the research study. The collected data are analyzed and interpreted taking the objectives of the study into consideration. The analysis and interpretation has been done descriptively.

3.1 Analysis of Objective Questions

Under this title, item wise analysis of the all the responses of eighteen objectives questions have been analyzed.

Q. No.1: Radio teaching programme is suitable for Nepal.

As regards Q No.1, the responses provided by the informants have been tabulated below:

Table no.1
Opinion towards Radio Teaching programme

Responses							
S. Disagree		Disagree		Agree		Strongly Agree	
No	%	No	%	No	%	No	%
				20	50	20	50

The above table showed that, among the 40 respondents 20 students (50%) agreed and 20 (50%) of them were strongly agreed on the need of such type of programme in the context of Nepal. The students were positive towards the teaching radio programme.

Q.No.2: The student gets self materials and text book according to the teaching program.

As regards Q.No.2, the responses provided by informants have been tabulated below:

Table No.2
Related to Textbook and lesson

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
3	7.5	8	20	22	55	7	17.5

Majority of the students consented on the question. Regarding the question 7 students (17.5%) strongly agreed, 22 (55%) agreed. Likewise, some students did not consent on the question. Three students (7.5%) strongly disagreed and 8 (20%) disagreed. By this information, it is revealed that majority of students were getting the materials and textbook according to teaching programme.

Q.No.3: Presented materials are suitable for the students level.

As regards Q.No.3, the responses provided by informants have been tabulated below:

Table No.3
Level wise Presentation of Materials

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
		4	10	20	50	16	40

While analyzing the responses of the students, as regards the materials presented, it was found that majority of the students consent on the question.

Twenty students (50%) agreed and 16 (40%) strongly agreed. Likewise, some students did not consent on the question. Only 4 (10%) students disagreed. By this response, it is revealed that the materials were presented according to the students' level.

Q.No.4: Materials are broadcast through discussion and interaction method.

As regards Q.No.4 the responses provided by the information have been tabulated below:

Table No.4
Use of Discussion and Interaction Method

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
10	25	14	35	11	27.5	5	12.5

This table showed that 14 (35%) students disagreed and 10 (25%) students strongly disagreed. According to the data majority of the students did not agree. Only few numbers or students agreed with these statements. Similarly, 11 (25.5%) students agreed and 5 (12.5%) students strongly agreed. It showed that materials were not broadcast through discussion and interaction method.

Q.No.5: Student shouldn't join tuition classes.

As regards Q.No5, the responses provided by the informants have been tabulated below:

Table No.5
Alternative to Tuition Class

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
22	55	9	22.5	5	12.5	4	10

This table showed that, majority of the students did not consent with the statement, it is alternative to the tuition class. Regarding the, 22 students (55%) strongly disagreed and 9 (22.5%) students disagreed on this statement. similarly, some students consented with this statement. Five students (12%) agreed and 4 (10%) students strongly disagreed. By this respond, it is revealed that most of the students did not depend on this programme. They also take tuition classes. Only few numbers of students depended on this programme.

Q.No.6: It's helpful to school study.

As regards Q.No.6, the responses provided by the informants have been tabulated below:

Table No.6
Useful to School Study

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
				25	62.5	15	37.5

Majority of the students consented on the statement, it is useful to school study. The data showed that 23 students (62.5%) agreed and 15 (37.5%) students strongly agreed that these programme are helpful to the school study. By this data it is revealed that, these programme assisted the students for school course book. The programme which broadcast on the radio is helpful to the school study.

Q.No.7: Students can work outside in the school time.

As regards Q.No.7, the responses provided by the informants have been tabulated below:

Table No.7
Get Opportunity to work outside.

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
20	50	12	30	5	12.5	3	7.5

Majority of the students did not consent on the question that they can work outside in the school time. The table showed 20 students (50%) strongly disagreed and 12 (30%) students disagreed. Likewise, some of the students consented on the question. Five students (12.5%) agreed and 3 (7.5%) students strongly agreed with this statement. It showed these programme are only helpful to students but not alternative of school study. It is only assistant to the students.

Q.No.8: Most students believe that radio programme is more effective than school attending.

As regards Q.No.8 the responses provided by the informants have been tabulated below:

Table No.8
Effective than school class

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
7	17.5	18	45	15	37.5		

According to the data presented, it is revealed that majority of the students disagreed on the question, this programme is better than school class.

Regarding the question, 18 students (45%) disagreed and 7 (17.5%) students strongly disagreed. Likewise some students agreed on the question. Fifteen students (37.5%) agreed and none of them strongly agreed. By this data it is

revealed that, majority of the students preferred school class than radio programme.

Q.No.9: In comparison to classroom teaching, students learn effectively through radio teaching programme.

As regards Q.No.9, the responses provided by the informants have been tabulated below:

Table No.9
Comparison of Classroom Teaching & Radio Teaching

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
2	5	17	42.5	20	52.5		

The data above revealed that majority of the students consented on the question, comparatively students are learning effectively through radio programme. Regarding the, 20 students (52.5%) agreed. Likewise, some students did not consent on the question. Seventeen students (42.5%) disagreed and 2 (5%) strongly disagreed. This data showed that comparatively radio teaching programme are more effective than the classroom teaching.

Q.No.10: Is there any extra class/programme to solve the problems raised by the radio programme?

As regards Q.No.10, the responses provided by the informants have been tabulated below:

Table No.10
Problem Solving Programme

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
15	37.5	4	10	15	37.5	6	15

According to the data presented above majority of the students consented on the statement. Regarding the, 15 students (37.5%) students agreed and 6 (15%) strongly agreed. Likewise, some students did not consent on the statement that, there is problem solving programme. Fifteen students (37.5%) strongly disagreed and 4 (10%) disagreed. By this data it is revealed that, majority of students viewed there was problem solving programme.

Q.No.11: They provide some homeworks and project works.

As regards Q.No.11, the responses provided by the informants have been be tabulated below:

Table No.11
Provide Homeworks and Project Works

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
				15	37.5	25	62.5

The table no. 10 depicted that, majority of the students consented on the question. Regarding the 25 students (52.5%) strongly agreed and 15 (37.5%) agreed. It showed that all most all the students agreed that they give homeworks and project works.

Q.No.12: There is some internal exams.

As regards Q.No.12, the responses provided by the informants have been tabulated below.

Table No.12
Internal Exams .

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
18	45	7	17.5	11	27.5	4	10

This table showed that majority of the students 18 (45%) strongly disagreed and 7 (17.5) disagreed on the question that there is some internal exam. likewise, 11 (27.5%) students agreed and 4 (10%) strongly disagreed. It showed that they do not take any internal exam.

Q.No.13: They check the homework and project work.

As regards Q.No.13, the responses provided by the informants have been tabulated below:

Table No.13
Check Students' Homework and Project Work

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
7	17.5	3	7.5	10	25	20	50

While analyzed the response majority of the students consented on the question. Regarding the, 20 students (50%) strongly agreed and 10(25. %) agreed. Likewise some students did not consent on the question. Three students (3.5%) disagreed and 7 (17.5%) strongly disagreed. This data showed that there are some programme to check the students' homework and project work.

Q.No.14: The lessons broadcasted by radio are in suitable time.

As regards Q.No.14, the responses provided by the informants have been tabulated below:

Table No.14
The time of broadcasting

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
5	12.5	6	15	16	40	13	32.5

The table no.14 revealed that, 13 students (32.5%) strongly agreed and 16 (40%) of them agreed that the programme is broadcasted in suitable time, similarly, 6 (15%) students disagreed and 5 (12.5%) of them strongly disagreed. It seems that majority of the students are in favor of this statement.

Q.No.15: The broadcasted materials are enough to students to understand the lesson.

As regards Q.No.15, the responses provided by the informants have been tabulated below:

Table No.15
Use of Reference materials

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
5	12.5	12	30	18	45	5	12.5

The table no.15 depicted that, majority of the student consented on the question, reference material makes clear to the lesson. Five students (12.5%) strongly agreed and 18(45%) of them agreed to the statement. Whereas 12 (30%) students disagreed and 5 (12.5%) of them strongly disagreed that the materials which are broadcasted from radio make clear to the lesson. It shows that most of the students agreed on this statement.

Q.No.16 The presentation style is very good.

As regards Q.No.16, the responses provided by the informants have been tabulated below:

Table No.16
The style of presentation.

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
		5	12.5	29	72.5	6	15

According to the data presented above, majority of the students consented on the question. Twenty nine students (72.5%) agreed and 6 (15%) of them strongly agreed that the style of presentation of lesson is very good. only few numbers of students did not consent on the question. Likewise, 5 students (12.5%) disagreed and no one of them strongly disagreed with this statement. By this data, it is revealed that, the presentation style (in chronological order lesson, reference materials etc....) through radio programme is very good.

Q.No.17 speed and accent of presenter is very good.

As regards Q.No.17 the responses provided by the informants have been tabulated below.

Table No.17
Speed and accent of presenter

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
		10	25	25	62.5	5	12.5

This table showed that the majority of the students consented on the question. Regarding the question, 25 students (62.5%) agreed and 5 (12.5%) students strongly agreed. Similarly, 10 students (25%) disagreed with this statement. It is revealed that, the speed and accent of presenter is very good.

Q.No.18: the broadcasted materials are relevant with subject.

As regards Q.No.18 the responses provided by the informants have been tabulated below:

Table No.18
Relevancy of materials with subject.

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
		5	12.5	17	42.5	18	45

This table showed that, most of the students agreed with presented materials, are relevant to subject. Among them 18 students (45%) strongly agreed and 17 (42.5%) students agreed that presented materials are relevant to subject. Similarly, some students did not agree with question. Five (12.5%) students disagreed to this statement. By this data it is revealed that materials are relevant with subject.

Q.No.19: Clarity in broadcasting the subject materials.

As regards Q.No.19, the responses provided by the informants have been tabulated below.

Table No.19
Clarity in broadcasting the subject materials.

Responses							
S. Disagree		Disagree		Agree		Strongly agree	
No	%	No	%	No	%	No	%
		10	25	28	70	2	5

The data presented in table no.19, showed that, majority of the student consented on the question. Similarly, 28students (70%) agreed and 2 (5%) students strongly agreed that clarity in broadcasting the subject materials. But some students did not consent with this question. Only 10 students (25%) disagreed to the statement. No one strongly disagreed on this statement. By this data it is revealed that, there was clarity in broadcasting the subject matters.

3.2 Analysis of Subjective Type Questions

Under this title, all the response taken from 5 subjective questions have been analyzed on the basis of individual terms.

Q. No. 1: What are the problems in radio teaching programme?

As regards Q.No.1, the responses provided by the informants have been summarized below:

- (i) There is limitation of time so all problems raised by student can't be solved.
- (ii) The question can't be asked at the time of teaching.
- (iii) The presenter can't observe the students' psychology.
- (iv) There is use of lecture method.
- (v) They do not repeat the lesson.
- (vi) They do not give attention to weak students.
- (vii) The term of language is difficult to understand.

Q.No.2: How can we make radio programme more effective?

As regards Q.No.2, the responses provided by the informants have been summarized below:

- (i) By interaction/talking with friends about the broadcasted lesson.
- (ii) By solving the problems which are given by radio.
- (iii) By giving some suggestions to the programme for teaching effective.
- (iv) By pointing the weakness of the programme.
- (v) By suggesting the weakness of the programme.
- (vi) By collecting the material what they were broadcast for lesson.

Q.No.3: How such types of teaching help to develop your knowledge?

As regards Q.No.3, the responses provided by the informants have been summarized below:

- (i) Technology is used in teaching fields so we can use technology to develop our knowledge.
- (ii) It helps to revise the lesson.

- (iii) It formulates the habit of listening which makes easy to understand English language.
- (iv) It helps to centralize our mind in subject matter.
- (v) We can study in peaceful environment so it develops our remember power.
- (vi) Programme is broadcasted very interestingly so it helps to increase our study time.
- (vii) It gives a lot of examples, so it makes easy to understand the lesson.

Q. No.4: what can be the advantages that can be adapted by you through learning from radio programme.

As regards Q.No.4, the responses provided by the informants have been analyzed below:

- (i) It is helpful to tuition and school study
- (ii) Economically poor students can learn without paying money for tuition.
- (iii) This programme is as a home teacher and it facilitate to study confidently.
- (iv) It makes learning more durable.
- (v) It helps to recover lesson, if lesson is left in the school.
- (vi) It gives new issue, we can discuss about it.
- (vii) It helps to be clear about the lesson which is confuse in school.

Q.No.5: Do you see any improvement aspect of such programme?

As regards Q.No.5, the responses provided by the informants have been summarized below:

- (i) To increase the time of broadcasting.

- (ii) To take some internal exam.
- (iii) Use the discussion and interaction method.
- (iv) More homework and home assignment should be given.
- (v) There should slow of speed in presentation.
- (vi) Language should be very simple
- (vii) There should be clarity.
- (viii) Prizes should provide from internal competition.
- (ix) Programme should broadcast regularly.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major finding of the study. It also deals with some recommendations made on the basis of the major finding of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data the major finding of the study have been summarized and presented as follows:

- (i) All the students believed that radio teaching programme is suitable in the context of Nepal.
- (ii) Majority of the students agreed that students learn effectively through radio teaching methodology.
- (iii) Ninety percent students viewed that the materials which are presented through radio are suitable for the students' level.
- (iv) All the students believed that radio programme is helpful to school study. It is helpful to the students who are unable to read the tuition.
- (v) Seventy three percent students believed that radio programme is broadcast in suitable time and the presented materials are enough to students to understand the lesson.
- (vi) The students viewed that they got chance to study in peaceful environment at home.
- (vii) Students are learned English by using the media, it remains long lasting learning.
- (viii) It is benefited to the students who are absent in the school.
- (ix) There was not any examination system to check the students' level. It was found that majority of the students were disagreed with examination system.
- (x) Students were not given more time to solve the problem raised by the radio programme .

4.2 Recommendations

- (i) The programme broadcast by radio is equal to all the students so, they are suggested to care for untalented students. They have suggested repeating the lesson.

- (ii) They were broadcasted the programme without discussion and interaction way. It will be better to broadcast using discussion and interaction techniques.
- (iii) More time should be given to solve the problems raised by students rather than more lessons.
- (iv) They were broadcast the programme in a limited time so, students could not understand well. It is suggested them to increase the time and broadcast slowly.
- (v) Majority of the responses were disagreed with the term of language. It will be better to use simple language.
- (vi) The lesson which was broadcast through radio was no summarizes. It is strongly recommended to summarize the lesson giving main theme of the lesson.
- (vii) They didn't take immediate response with students. It is better to take response with students.
- (viii) There were using teacher-centered techniques while presenting the lesson. So they have suggested using student- centered techniques.

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