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CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 INTRODUCTION

Present study was done in the teacher training institutes. With the development of the technology more and more educational institutes tend to use educational technology in their routine teaching process. Teacher training institutes have to use these technologies first in their training programmes so that the student teachers can be aware of these technologies. But if the use of technologies in teacher training programme helps in improving the quality of the such programmes, then only it will be adopted by such institutions. The investigator, therefore, tried to find out the impact of teaching through video programmes that is the part of the educational technology, on the achievement of the student teachers.
6.2 SUMMARY

Educational technology is a term that is now frequently discussed in the field of education. The concept of the educational technology has been widening in the cyber age. The use of modern technologies like computer, multimedia educational TV and video programmes have been becoming so important that no leading educational institutes can avoid its use. It must be used in the teacher-training institute also. So may government and non-government organizations, computer software producing companies and other organizations related with education introduce different software, audio-video programmes that can be used at different level of education for different purposes. The investigator have found such video programmes from the AVRC, Indore for the study that can be used in the teacher education institutes and decided to work on the following subject.

6.2.1 Statement of the problem: In the present study the statement was stated as:

“A study of the effectiveness of video programmes with discussion, without discussion and traditional methods on the achievement of student teacher in context of certain variables”

6.2.2 Objectives of the study: the study was done keeping in mind the
following objectives:

- To compare the effect of video programmes with and without discussion with traditional methods on the achievement of teacher trainees in context of their sex and faculty along with their interactions.

The above-mentioned major objective has different seven objectives with three main effects and four interaction effects, for which the investigator has worked.

Besides the above-mentioned objectives investigator had worked for the following objective also.

1. To study the effect of video programmes on the attitude of the student teachers towards education through video programmes.

6.2.3 Hypotheses of the study: In the study mean achievement scores and attitude scores of the student teachers were compared and for that purpose following hypotheses were tested.

1. There will be no significant difference among the mean achievement scores of the student teachers taught by video programmes with discussion, without discussion and traditional method.
2. Mean achievement scores of the student teachers belonging to science and arts faculties will not differ significantly.
3. Mean achievement scores of male and female student teachers will not
differ significantly.

4. There will be no significant effect of interaction between method of teaching and faculty on the achievement of the student teachers.

5. There will be no significant effect of interaction between method of teaching and sex on the achievement of the student teachers.

6. Interaction between faculty and sex will not affect the achievement of the student teachers.

7. There will be no significant effect of interaction among the independent variables on the achievement of the student teachers.

Whether the education through video programmes would affect the attitude of student teachers towards education through video programmes or not was also checked by testing following hypotheses in both the years of the study.

1. There will be no significant difference between pre and post treatment mean attitude scores of the student teachers.

2. There will be no significant difference between pre and post treatment mean attitude scores of the science student teachers.

3. There will be no significant difference between pre and post treatment mean attitude scores of the arts student teachers.

4. There will be no significant difference between pre and post treatment mean attitude scores of the male student teachers.

5. There will be no significant difference between pre and post treatment mean attitude scores of the female student teachers.
6.2.4 **Variables of the study:** Method of teaching, faculty and the sex are the main independent variables and the achievement and attitude of the student teachers towards education through video programmes were the dependent variables.

6.2.5 **Sample of the study:** Total three B. Ed. colleges situated in Ahmedabad are selected for the study as a purposive sample out of which one remained common as an experimental college in both the years of the study as the replication of the study was done in the second year of the study. Out of the remaining two colleges one was selected in the first year of the study and the second in the second year of the study. The student teachers of these colleges were treated as control groups. The number of student selected for the study was 182 in the first year and 218 in the second year of the study.

While conducting the study, it was found that some of the student teachers left the college or remained irregular so data of such student teachers were ignored and finally 163 student teachers in first year and 205 student teachers in the second year remained as the subjects of the study. These all the student teachers were divided in three groups keeping in mind their IQs, faculty and sex, out of which two groups were treated as experimental groups and one as control group in both the years of study. Two experimental groups were formed in experimental college only.
6.2.6 Experimental design: In present study the achievement scores of the student teachers were to be compared in context of their sex and faculty and the way of presentation of the content, say teaching method, so the independent variables have different levels therefore $3 \times 2 \times 2$ factorial design was selected in both the years of study for the analysis of the achievement scores.

Further the attitude towards the education through video programmes of the student teachers of the experiment groups were also measured before and after the treatment so pre test post test was also adopted to know the change, if any, in their attitude before and after they were exposed to the experiment.

6.2.7 Tools of the study:

1. Desai Verbal Non-verbal Intelligence Test was used for dividing the student teachers in different groups. IQ test was conducted in both the years in all the colleges of study.
2. Attitude Scale was used to know the attitude of student teachers regarding the usage of video programmes in teacher education programme.
3. The investigator constructed an achievement test in Gujarati.
6.2.8 Method of statistical analysis: As $3 \times 2 \times 2$ factorial design was used for the study Analysis of Variance (ANOVA) was used for the analysis of achievement scores. Further to check the significance of mean difference of different groups Scheffe test was also used. To compare the attitude of the student teachers of experiment groups towards education through video programmes before and after the experiment the 't' test was used.

6.2.9 Procedure of data collection: An achievement test was administered to measure the achievement of the student teachers after the treatment. Attitude of the student teachers towards the education through video programmes was also used before and after the experiment to know the attitude of the student teachers belonging to experimental groups of the study towards the education through video programmes. And collected data were scored by using the scoring key of the respective tools.

6.3 CONCLUSIONS

In relation to the present study the following findings have been emerged.

6.3.1 Conclusions in relation to the first year of study:

1. The methods of teaching have significant effect on the achievement of the student teachers.
2. The student teachers who were taught through the video programmes with discussion are better in achievement than the student teachers who were taught through video programmes without discussion.

3. The student teachers who were taught through the video programmes with discussion are better than the student teachers who were taught through the traditional methods as far as their achievement is concerned.

4. The student teachers who were taught through the video programmes without discussion are better than the student teachers who were taught through the traditional methods as far as their achievement is concerned.

5. It was also found that the student teachers belonged to the Science faculty are cleverer than those belonged to Arts faculty as far as their achievement is concerned.

6. Sex of the student teachers does not affect their achievement significantly.

7. Interaction between the methods of teaching and faculty has no significant effect on the achievement of the student teachers.

8. Interaction between the methods of teaching and sex has no significant effect on the achievement of the student teachers.

9. Interaction between the faculty and sex does not affect the achievement of the student teachers significantly.

10. Interaction among the methods of teaching, faculty and sex has no significant effect on the achievement of the student teachers.

11. Attitude of all the student teachers towards the education through video programmes after the treatment is more positive than that was before the treatment.

12. Attitude of the male student teachers towards the education through video programmes after the treatment is more positive than that was before the treatment.
13. Attitude of the female student teachers towards the education through video programmes after the treatment is more positive than that was before the treatment.

14. Attitude of the science student teachers towards the education through video programmes after the treatment is more positive than that was before the treatment.

15. Attitude of the arts student teachers towards the education through video programmes after the treatment is more positive than that was before the treatment.

6.3.1 Conclusions in relation to the second year of study:

All the findings, except the following, remained the same as were in the first year of the study.

1. By comparing the mean achievement scores of the student teachers who were taught through video programmes and who were taught through traditional method, in the first year, it was found that the student teachers who were taught through the video programmes without discussion are better than the student teachers who were taught through the traditional methods as far as their achievement is concerned. But in the second year of the study it was found that the student teachers, who were taught through the video programmes without discussion and the student teachers who were taught through the traditional methods are equally good as far as their achievement is concerned.

Going through the findings of both the years of the study following common trend was noticed.
1. Teaching the student teachers through the video programmes with
discussion is the most effective method to increase the achievement
level of the student teachers.

2. Teaching through the video programmes without discussion is less
effective than teaching through video programmes without
discussion and the same is more effective than traditional method of
teaching.

3. The achievement of the science student teachers is higher than that
of the arts student teachers.

Regardless the faculty and sex all the student teachers have shown
more positive opinion towards teaching through video programmes after the
experiment than before the experiment.

6.4 SUGGESTIONS:

As we know that we are living in the cyber age, and in this age most
of the fields, where the communication is done, are very much influenced by the
media. In the modern era we find something new in the field of the media. So
much modification is being done in this field. Among these media video film and
programmes are also very much affected by new technologies. On the other hand
the video programmes have also influenced the mean of the communication. As
the present study was done to find out the effect of the video programmes on the
achievement of the student teachers, it is clear that the teaching through video
programmes have a significant effect on the achievement of the student teachers
not only that very specifically we can say that teaching through video programmes with discussion gives better result than that without discussion. And on the basis of the findings of the present study following suggestions can be given to the various persons and the agencies concerned with the education especially with the teacher education.

6.4.1. **Suggestions to the teacher educators:**

1. The teacher educator should use the video programmes or any of the media in their routine teaching work, specially when they teach the student teachers about the use of the media in class room teaching effectively.

2. While teaching about the educational technology, which includes the media and means of communication, the teacher educator should use the real device or should show the functions of such device through video programmes.

3. Different methods of teaching should be taught through video programmes only.

4. Ideal demonstration lessons should also be shown to the student teachers through video programmes in addition to the demonstration lessons given by the teachers before the student teachers.

5. At least once in a week, teacher training institute should arrange a video show for all the student teachers in which general topics of the
syllabus is discussed and the teacher educators of the institute should discuss the topic before the student teachers.

6. At least once in a week, teacher training institute should arrange a video show for all the student teachers in which topics related to the optional subjects included in the syllabus is discussed and the teacher educators of the institute should discuss the topic before the student teachers.

7. Different aspects of the class-room interaction should be taught through video programmes only.

8. Different behaviours of the students during teaching learning process in the school in different situations should be shown to the student teachers through video programmes so that the student teachers can be well aware of it before going to the school for practice teaching.

9. Student teachers should also be encouraged by the teacher educators to use video programmes in their practice teaching.

10. Teacher educator should have enough knowledge of operating means of communication like video camera, VCR, tape recorder etc.

11. Teacher educator should himself prepare video programmes related to their subjects, as very rare institutions are engaged in the preparation of video programmes that can be used in teacher training programme to train the student teachers.
12. The teacher educator should always be ready to find out the programmes telecast on different TV channels that can be used in the teacher-training programme. They can get such TV programmes recorded on the video cassettes and use in their teaching work.

13. During the study it was found that most of the teacher training institutions were unaware of the video programmes that can be used in teacher training programme. So the teacher educators should make an organization that will organize seminar to make the teacher educator aware of new video and TV programmes related to the teacher training programmes.

6.4.2. Suggestions to the Government:

1. Government should assist financially to the teacher training institute to make it well equipped.

2. Special grant should be provided to the teacher training institutes by the government to purchase video programmes, VCR, video camera television set, computer with CD writer, LCD panel or projector, speech recognizer, scanner etc. because coordinated use of these means is helpful in the preparation of the best video programmes.

3. Special grant should be provided by the government to the teacher training institute to make audio visual room.
4. The government should organize state level and national level competition for teacher educators for selecting best video programmes prepared by the teacher educators or the teacher training institutes.

6.4.3. **Suggestions to different Government agencies:**

1. The AVRC’s and EMRC’s should concentrate on the preparation of video programmes useful in teacher training institutes.

2. NCTE should make the teacher educators aware of different aspects of script writing, videography, Internet and coordination of different audio visual aids to prepare video programmes and Internet by organizing seminars and workshops.

3. The SCERT, NCERT, AVRC’s and EMRC’s should organize state level and national level competition for teacher educators for selecting best video programmes prepared by the teacher educators or the teacher training institutes.

4. UGC should consider the preparation of the video programmes equivalent to the research work or the research article there should be a provision to increase the credit of the teacher educators if they prepare video programmes.

5. More financial assistance should be provided by UGC to do research work on the audio visual aids.
6.4.4. **Suggestions to the student teachers:**

1. If there is a facility of the VCR and the video programmes in the institute student teachers should use the video programmes in their practice teaching.

2. If there is a facility of the VCR and the video programmes in the institute student teachers should watch the video programmes together and do the group discussion on the topics covered in the video programmes.

3. The student teachers should watch the educational TV programmes.

4. They should keep the note of the ETV programmes that will be telecast in future.

5. They should coordinate their practice teaching and ETV programmes for which they should make their students of practicing school aware of such programmes so that the student of the schools can watch the programmes.

6.4.5. **Suggestions to the teacher training institutes:**

1. The teacher raining institutes should provide their teacher educators with video programmes, VCR and TV set to teach the student teachers.
2. The teacher raining institutes should encourage their teacher educators to use the video programmes in their routine teaching work.

3. The B. Ed. colleges should invite the faculties of different colleges, who use video programmes in their teaching work, and all the colleges should allow their faculties to visit other colleges.

4. The teacher training institute should make all their teacher educators able to operate all types of audio visual aids.

5. All the teacher training institutes should cooperate one another to use their costly audio visual aids.

6. The teacher training institutes of the same city, university or state should make their organization and should establish an audio visual aids bank.

6.5 SUBJECTS FOR FURTHER RESEARCH

Following are the subjects on which the research work can be done which will be the supplementary study for the present study.

1. A study of the effectiveness of education through video programmes before discussion, after discussion and without discussion on the achievement of the student teachers.

2. A study of the effectiveness of education through video programmes before discussion, after discussion and without discussion on the
achievement of the student teachers in different subjects.

3. A study of the effectiveness of the video programmes as a self study material on the achievement of the student teachers.

4. A comparative study of the effectiveness of video programmes as a self study material on the achievement of the science, arts and commerce student teachers.

5. A study of the effectiveness of education through video programmes before discussion, after discussion and without discussion on the achievement of the students studying in high school or higher secondary school.

6. A study of the effectiveness of education through video programmes with discussion, without discussion and traditional method on the achievement of the students studying in the high school or higher secondary school.

7. A comparative study of the effectiveness of the video programmes on the achievement of the student teachers in different subjects taught in B. Ed.

8. A comparative study of the effectiveness of the video programmes on the achievement of the students of high school or higher secondary school in different subjects.

9. A comparative study of the effectiveness of the education of different subjects through video programmes on the achievement of
the high school or higher secondary schools' students of different medium.