<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Definitions and concepts</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Objectives of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Importance of the study</td>
<td>8</td>
</tr>
<tr>
<td>1.6 Limitation of the study</td>
<td>9</td>
</tr>
<tr>
<td>1.7 Hypotheses</td>
<td>9</td>
</tr>
<tr>
<td>1.8 Scheme of reporting</td>
<td>11</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Discoveries, inventions and researches are highly respected terms in the human history, not only amongst the scientists, innovators and researchers but also amongst the masses. The saga of human development and civilization has been greatly assisted by these three areas of human activities. The nature of all the three has changed drastically over the years. The intellectual giants change human vision, perception and sensitivities through their creative contributions. Educational researchers too could gain substantially from what is being done in other areas, in terms of approach, methodology, techniques and technologies. The importance of role of teachers has never been more obvious and critical than at this juncture of educational growth and expansion. Teacher education as a sub-system would also acquire greater critically in the 21\textsuperscript{st} century in view of the fast
pace of changes in every aspect of human activity. This would be an obvious consequence of the developments in the information technology and extension of its out reach to the remotest corner of the globe. Therefore the serving teachers will have to be reoriented and future teachers prepared for the new role.

"Teacher education is an integral part of any educational system."¹ Teacher educators are key motivators in the teacher education system. Therefore, NCTE has launched a series of monographs to produce enrichment material and modules in the relevant areas of teacher education. During the period of three years, international agencies like Commonwealth Secretariat, London, UNESCO, Bangkok and Paris have approached the NCTE to develop materials and conduct programmes for them. Recently the UGC has given guide lines to revise the syllabus of secondary teachers training programmes, in which one general paper is kept for educational technology. "The quality concerns led to research, investigation and experimentation for improving the effectiveness of pre service and in-service teacher education."²

"The success of any educational reform depends upon the quality of teachers and quality of teachers depends to a large extent on the quality of teacher education."³ "Teacher education programmes should be modified so that teachers are equipped for the different roles and functions imposed by new technologies."⁴ Teachers are the instrument that can bring about educational reconstruction in the
country. They can play their due roles when they are professionally educated to do so. The NCTE has organized computer literacy programmes in different parts of the country for teacher educator in 2001. At least two representatives of each of the teacher training institute were called in such programmes and they have been provided with six computer CDs out of which two CDs have interactive programmes that can make the teacher educator computer literate at some extent. It has also set new norms and standards for teacher training institutes. It insists upon the use of audio-visual aids in teacher training programmes. Some of the institutes have already started using such aids. Video programme is also one of the most useful, powerful and popular mass media. So the researcher has decided to find out the impact of video programmes on the achievement of student teacher.

1.2 STATEMENT OF THE PROBLEM

"After the problem has been selected, the next task is to define it in a form amenable to research." According to Whitney (1964, pp. 80-81):

To define a problem means to put a fence around it by careful distinctions from like questions found in related situations of need.

As it is discussed earlier that the NCTE emphasizes on modernising teacher training programmes, it has directed the teacher training institutions to use more and more modern audio visual aids while teaching student teachers. In such situation it has become a vital question that whether such audio visual aids will be useful in qualitative improvement of teacher training programmes or not or will it
be more fruitful than the conventional (traditional) method. So the researcher has decided to work in the area of educational technology and stated his problem 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"

1.3 DEFINITIONS AND CONCEPTS

(a) Study:

According to the Dictionary of Education it is an application of the mind to the problem or a subject, a branch of learning and an investigation of a particular subject or the published findings of such an investigation.

(b) Video Programmes:

Video programmes prepared on the basis of the curriculum of Secondary teachers' pre service training programme.

(c) Video Programmes With Discussion:

In this method video programmes will be shown to the student teachers and the discussion will be done before, in between and after the show.

(d) Video Programmes Without Discussion:

In this method only the video programmes will be shown to the
student teachers and no discussion will be there based on the programme at any time.

(e) Traditional Method:

It is a method of teaching the students without using any audio visual teaching aids.

(f) Student teachers:

The Trainee studying in Secondary Teacher Training College after completing his/her graduation in any of the discipline was considered as student teacher for the study.

(g) Achievement of the student teacher:

Achievement of the student teachers will be measured by their scores in the achievement test prepared by the researcher for the study.

1.4 OBJECTIVES OF THE STUDY

Every research work is based on certain objectives because without objectives one cannot get idea to plan his work. In the present study investigator has decided to compare the achievement of the student teachers, who would be taught through video programmes with discussion, without discussion and traditional method. Along with this comparison the impact of video programmes on the attitude of the student teachers towards teaching through video programmes would also have to be found. So the investigator has decided to work on the
The above-mentioned major objective has the following seven objectives with three main effects and four interaction effects, for which the investigator has worked.

1. To compare the effect of teaching through video programmes with and without discussion and traditional method on the achievement of student teachers.
2. To compare the achievement of science and arts student teachers.
3. To compare the achievement of male and female student teachers.
4. To study the effect of interaction between method of teaching and the faculty on the achievement of the student teachers.
5. To study the effect of interaction between sex and the method of teaching on the achievement of the student teachers.
6. To study the effect of interaction between sex and the faculty on the achievement of the student teachers.
7. To study the effect of interaction of independent variables on the achievement of the student teachers.

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.

1.5 IMPORTANCE OF THE STUDY

Since the present system of education has come into existence the educationalists have been trying to find out the best method of teaching, by which the teaching-learning process can be more fruitful. Innumerable researches have been done so far to make the teaching process more effective. After all whatever is taught to the students is taught by the teachers only and the teachers are trained in the teacher training institutes. If teacher-training institutes adopt more and more technologies, the student teachers will know the impact of different technologies on their achievement and they can compare, too, different technologies used by their teachers so that they can make their teaching work more effective in future.

Most of the teacher-training institutes try their level best to use new techniques to train their student teachers. Teaching the student teachers through video programmes is one of the latest techniques of teaching. The video programmes may be used in different ways to teach the student teachers. It may be shown before discussion, after discussion or with discussion or without discussion. The present study will give the idea about the impact of education through video programmes with discussion or without discussion. It will also compare these two methods of teaching traditional method that will be helpful to know the impact of education through video programmes on the achievement of student teachers.
1.6 LIMITATIONS OF THE STUDY

The following are the limitations of the study.

1. Only 10 video programmes related to the curriculum of teacher training programmes and prepared by the AVRC, Indore were selected for the study.

2. Only three B. Ed. colleges affiliated to the Gujarat University were taken for the study.

3. As the number of student teachers in Commerce faculty in the Gujarat University is very less their data were not taken in account for the study.

1.7 HYPOTHESES

"Once the selection and definition of the problem have been accomplished, the derivation of hypotheses is the most important step in the research process." Present study is an experimental study in nature. The study was done in two consecutive years. Replication of the study was done in the second year of the study. As the same experiment was done in both the years, all the null hypotheses remained common in both the years. 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.

1.8 SCHEME OF REPORTING:

The following scheme of reporting would be followed in this study.

The history of educational mass media in India would be discussed in chapter two.

The third chapter would deal with the study of research done at past.

The fourth chapter would deal with planning and procedure of the research activity.

In the fifth chapter the process of collection, analysis and interpretation of data would be considered.

In chapter six conclusions of study and suggestions to the concerned would be mentioned.
REFERENCES


4. Ibid., p. 185.


