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CHAPTER III

STUDY OF RELATED LITERATURE

3.1 IMPORTANCE OF THE STUDY OF EARLIER RESEARCH

"Review of the related literatures allows the researcher to acquaint himself with current knowledge in the field in which he is going to conduct his research." 1 Besides, the researcher can also know about the recommendations of previous researchers listed in their studies for further research. If the researcher does not study the related literature and earlier researches, he is tempted to start any research right from the beginning rather than pick up the thread at which the earlier researchers left. As a result, significant research findings are not generated and a reviewer of research or student of research trends finds it difficult to draw
any significant generalization for practitioners or policy makers. Thus we can say that the study of the earlier related research is very important, by which the researcher can understand from where he/she has to start his/her research work to make it fruitful.

3.2 RESEARCHES ON MASS MEDIA IN EDUCATION

"Educational research in country began just sixty years ago, in 1943. However, the quantitative growth of educational research during the last four decades, particularly after 1960, has been quite impressive."² After careful introspection of the four surveys 410 studies have been identified as belonging to teacher education. It has been observed that many of them are related to comparison of teacher education programme with respect to facilities available, course of study, demonstration or practice teaching school. Some of them are related to curriculum, student teacher characteristics, teacher training practices, micro-teaching, techniques of behaviour, motivation and training in teaching models.

"Researchers working in this area have brought into their study a wide spectrum of variables. If one has studied selection procedures, another has developed curriculum for teacher education programmes and third has tried to find out the effect of innovative instructional procedures."³
Most of the above mentioned studies have been done in secondary teacher training programme. But the area of study of mass media like T.V., video and radio on the achievement of student teacher is almost untouched by the researchers. With the advent of television, video and radio programmes in India and the stress of national bodies like UGC, NCERT and NCTE on the use of television and video in teacher education programmes it is being believed that more and more video programmes should be used in teacher training programmes. So to answer the question that can arise in our mind that whether such programmes will be useful or not researcher decided to work in this area.

Following are some researches done on Mass Media in Education. These researches are categorised as under.

3.2.1 Researches on educational radio broadcasting
3.2.2 Researches on educational TV programmes
3.2.3 Researches on educational video programmes
3.2.4 Researches on interactive video programmes

3.2.1 Researches on educational radio broadcasting: Going through the different surveys of educational research, the following research was found that was done in the field of educational radio broadcasting.
1 Survey For Starting Radio Broadcast For Primary And Middle School Teachers Of M. P. State.

Researcher: Passi B.K., Sansanwal D. N. and others, Department of Education, Indore University, 1980.

Objectives:

1. To study the facilities available for listening to radio broadcasting.
2. To know the time and programmes listened to by teachers,
3. To know the opinion and reasons for broadcasting educational programmes for teachers,
4. To know, with reasons, duration and time of educational broadcasting for teachers,
5. To study, with reasons, the difficulties faced by teachers for teaching various subjects,
6. To prepare subject wise list of topics where teachers faced difficulty in teaching,
7. To prepare a list of topics related to education in general and training in particular on which teachers would like to like to listen to the radio broadcast,
8. To study whether teachers would like to take an examination on topics broadcasted through radio or like to take some other benefits, and
9. To prepare a list of topics on which teachers liked to write lessons for radio broadcast.
Findings:

1. A majority of the teachers (95 percent) had facilities for listening to radio broadcasts.

2. A majority of the teachers (63 percent) listened to different radio programmes during evening hours.

3. A majority of the teachers (88 percent) liked to have separate broadcasts for teachers.

4. The teachers liked to have broadcasts of thirty minutes duration.

5. A majority of the teachers (80 percent) were of the opinion that they had difficulties in teaching languages, Science, Mathematics and Geography.

6. A majority of the teachers (90 percent) expressed the opinion that they had difficulties related to the methods of teaching.

7. A majority of the teachers (78 percent) expressed their willingness to take examination on the topics that were broadcast, and get certificate, promotion and increment.

8. Sixty five percent of the teachers liked to write scripts for broadcast if orientation in writing scripts and guidance were provided to them.

9. Subject wise topics for broadcasts suggested by teachers were: Hindi – Grammar, Stories, Poems and Kabir Ka Rahasya Vad; English – Grammar and Pronunciation.
10. The teachers liked to listen to broadcasts related to the ways of motivating and creating interest among students for teaching languages and Science, maintaining discipline in class-rooms as well as in school, administering and engaging students in purposeful learning in single teacher primary schools, problem solving, the new methods of teaching Science such as Discovery Method and methods of teaching of English through structural approach.

3.2.2 **Researches on Educational TV (ETV) programmes**: So many research works have been done on the educational TV programmes since the TV was introduced in India, out of those some are discussed here.

1. **A Study Into Utilization And Comprehensibility Of School Television Programmes In Delhi**

   **Researcher:** Phutela R. L., Centre For Educational Technology, NCERT, New Delhi, 1980.

   **Objectives:**

   1. To determine the extent of utilization of school television,
   2. To study the factors responsible for under utilization of the programmes,
   3. To study the process and liaison between the various agencies involved in the production and utilization of the programmes,
   4. To study teachers attitudes towards the school telecasts,
5. To find out the preferences of teachers regarding the subjects for teaching through television, and

6. To study the level of comprehension of the STV programmes on the part of students of different classes.

Findings:

1. Many teachers did not find STV programmes useful, as they were not different from classroom teaching or were not presented in such a manner as to sustain student’s motivation. The quality of the programmes was not high. The number of programmes per class was not adequate.

2. About 38 percent schools in the sample possessing TV sets were utilizing STV programmes. The reasons for not viewing were: TV sets being out of order, functions in the schools, examinations etc.

3. Most of the teachers from these schools accepted TV as a welcome help and agreed to the positive statements like teachers to learn about better methods of teaching.

4. The results of four out of the five comprehension tests showed real difference in the learning of the subject matter, indicating these lessons were well understood.

2 A Study Of Effectiveness Of Countrywide Classroom Programs Of Economics With And Without Discussion
Objectives:

1. To study the effectiveness of countrywide classroom programs of Economics followed by teacher-students discussion in terms of students’ achievement.

2. To study the effectiveness of countrywide classroom programs followed by student-students discussion in terms of students' achievement.

3. To study the effectiveness of countrywide classroom programmes of Economics without discussion in terms of students' achievement.

4. To compare the adjusted mean of achievement scores of students of countrywide classroom programs with teacher-students discussion group, countrywide programs with student-students discussion group, the countrywide classroom programs without discussion group by considering pre-achievement scores as a covariate.

5. To compare the adjusted mean of achievement scores of students of countrywide classroom programs with teacher-students discussion group, countrywide programs with student-students discussion group, the countrywide classroom programs without discussion group by considering pre-treatment attitude towards education through TV as a covariate.
6. To compare the adjusted mean of attitude towards education through TV scores of students of countrywide classroom programs with teacher-students discussion group, countrywide programs with student-students discussion group, the countrywide classroom programs without discussion group by considering pre-attitude towards education through TV as a covariate.

7. To compare the mean of reaction scores of countrywide classroom programs with teacher-students discussion group, countrywide classroom programs with student-students discussion group and countrywide classroom programs without discussion group.

Findings:

1. Out of 22 UGC countrywide programmes of Economics in 18 programmes the groups differed significantly with each other in terms of post treatment achievement in Economics when the groups were equated on pre treatment achievement. In case of rest of the programmes the groups did not differ significantly.

2. In case of 11 UGC countrywide programmes the viewing followed by teacher students discussion was found to be significantly superior to viewing with student-students discussion as well as viewing without discussion in terms of post treatment achievement in Economics when the groups were statistically matched on pre treatment achievement.

3. In case of the UGC programme namely “Four decades of planning:
Who is responsible?” and “Monetary policy in India” the viewing followed by teacher-students discussion was found to be significantly superior to the viewing with student-students discussion. But there was no significant difference between viewing with teacher-student discussion and viewing without discussion in terms of post treatment achievement in Economics when the groups were equated on pre treatment achievement.

4. In case of the programme “The meaning of Underdevelopment” the viewing with student-students discussion was found to be significantly superior to viewing with teacher-students discussion. The viewing with teacher-students discussion was found to be significantly superior to post treatment achievement in Economics when the groups were statistically equated on pre treatment achievement.

5. In case of the programme namely “The Rational of Planning” viewing without discussion was found to be significantly superior to viewing with teacher-students discussion. In case of this programme viewing with teacher-students discussion was found to be significantly superior to viewing with student-students discussion in terms of post treatment achievement in Economics when the groups were equated on pre treatment achievement.

6. For the programme “Borrowings: Internal and External” the viewing with teacher students discussion and viewing with student students
discussion are not significantly different from each other but both the strategies are significantly superior to viewing without discussion in terms of post treatment achievement in Economics when the groups were equated on pre treatment achievement.

7. In case of two programmes namely “Inflation” and “Industrial change in India” the viewing with student-student discussion was found to be significantly superior to viewing with teacher-students discussion and viewing without discussion in terms of post treatment achievement when the groups were equated on pre-treatment achievement.

3 A Study Of Higher Education Science Education Television Programmes In Terms Of Their Contents, Presentation, Students’ Reaction And Effectiveness.


Objectives:

1. To analyse the higher education science educational television (ETV) programmes in terms of their contents and presentation.

2. To find out the effectiveness of the higher education science ETV programmes in terms of students’ achievement.

3. To find out students’ reactions to higher education science ETV programmes.
Findings:

1. Most of the programmes (above 68%) focused on knowledge and on understanding objectives.

2. The majority of the programmes (80 to 88%) had followed a logical sequence in presentation; had covered the teaching point adequately and had used languages appropriately.

3. Lecture with demonstration and illustrated talk were found quite effective.

4. In all the programmes, except one, the post-test scores both the English and Hindi media students were significantly higher than the pre-test scores. These programmes included different subject areas like biology, chemistry, physics, computer and general science.

3.2.3 OTHER RESEARCHES ON ETV PROGRAMMES

Mitra and Khan (1963) conducted a comparative study of observing surgical operation through closed circuit television with direct observation. The study revealed that the use of CCTV was more effective than direct observation in the operation theatre. Although an attempt was made to control sequence effect, differences in both the method came out to be satisfactory.

Dewan (1966) conducted a study on programmed learning through television. Students from grade 10 were selected for this study. In each school, all
students in grade 10 were listed and then randomly assigned to the three treatment groups. Under treatment 1, which may be called conventional television lesson, the teacher lectured or demonstrated an experiment and went on describing the concepts involved therein like the usual lecture method. Under treatment 2, which may be called experimental treatment A, the topic was divided into subunits and after the completion of the subunit the teacher asked a question allowed sufficient time to the students to respond the question. The television screen showed only a question mark during this period. After this small pause the teacher again appeared in the screen and gave the correct answer to the students who checked their answer with the teacher’s answer. In the treatment 3, which may be called experimental treatment B an auto elucidation was added further. The findings of the study are that the experimental group A was clearly superior to the conventional TV lesson group and the scores obtained on the delayed post test could not be attributed to learning through the TV.

Roy (1974) conducted study of the cognitive effect of the ETV programmes broadcast by the Delhi TV centre, Department of educational Psychology and Foundations of Education, NIE, New Delhi. The study found that nearly half of the students were not having the overall cognitive effects out of the TV lessons. The most affected were the assimilation and utilization based out of the four bases.
Mohanty and Giri (1976) found that dubbed ETV programmes were not appreciated. Programmes were effective when students participated actively. There were some other barriers like language difficulty, fast speed and unsuitable format to the primary school teachers as the topics were not in the syllabus.

Saulat (1977) found that there was close connection between liking and comprehension for the programmes. Comprehension was found to be partial among both children and teacher. Fragmentary information relying on spoken word was not found to be a successful method of purveying. High comprehension was found closely related to visually effective and conceptually well-structured communication. A visual by itself was found not adequate for purpose of communication unless it was carefully used. A good script based on the careful structuring of ideas was found essential for good television programmes.

Shukla and Kumar (1977) conducted a study on "Impact of SITE on primary school children". The general objectives of the studies were: (a) to study the changes in the behaviour and cognitive development of primary school children exposed to SITE programmes, (b) to study of the changes in the behaviour, attitudes and teaching strategies of teachers of schools where SITE programmes are shown, (c) to compare the impact of these programmes on different grades and (d) to study the difference in the impact, if any, in different regions.
The major findings of the study were noticed in the following areas.

The improvement in language of children exposed to TV was quite evident. Four subtests were administered to samples of two populations from six clusters. Out of 48 recordings of difference between gained scores of experimental and control groups, 46 were positive i.e., in four experimental groups as many as 33 differences were statistically significant.

In contrast the language development the picture was neither very clear nor persistent for achievement in other school subjects, On the whole it seemed that exposure to SITE did not affect children’s achievements in the school subject or affected it to the very small extent. It may be recalled that to begin with no direct relationship between SITE programmes and achievement was visualized.

Mody (1978) studied the effect of ETV programmes on society and found that socio-economic status was inversely related to TV viewing and programmes were irrelevant to the areas of interest. There was significant gain in knowledge of preventive health, political events and language development programmes. There was no gain in general agriculture knowledge programmes and programmes were not related to their syllabus.

Paigankar(1978) conducted a study – The use of mass media for
second language teaching in India with special reference to Television and found that use of TV is not appropriate for second language teaching.

Phutela (1980) studied the utilization and comprehensibility of school television programmes in Delhi and found that teachers did not find ETV programmes useful. The quality of the programmes was not high. The number of programmes per class was not adequate. About 38% schools in the sample possessing TV sets were utilizing STV programmes. The results of four out of the five comprehension tests showed real difference in the learning of the subject matter, indicating that these lessons were well understood.

Samboonam (1980) conducted a study in Madras to not the effect of TV on the classroom achievement. Though no discernible difference was noted between non viewers and viewers groups longer duration of viewing was found to have more effect than those for a sort period. The different age groups showed different score patterns.

Seth (1981) studied the effectiveness of educational television on the educational development of primary school children. The results of the study indicated that the scholastic achievement of the students exposed to ETV programmes along with intervention was higher than the ETV and non-ETV groups. For ETV group also the results were in positive direction on achievement in language and science but not social studies. Out of nine comparisons made in
three school subjects, only five reached the level of significance.

Knade (1982) studied the impact of instructional television on the behaviour of rural elementary students and found that creative behaviour of the elementary school children developed through exposure of ITV. TV has no effect on children exploration aspect of curiosity, motivation I learning, reinforcement in language but impact on inquisitive aspect of curiosity.

Joshi (1987) analyzed the content of UGC countrywide classroom programmes and found that special efforts have been made in UGC programmes to reach the rural audience.

Jaiswal K. (1988) conducted a study of higher education science programmes in terms of their effectiveness and students reactions. The findings of the study are presented as follows.

1. The higher education CWCR programmes were found for both the Hindi and English media students.
2. The gain of English medium students was significantly more than that of the Hindi medium students in 60% of the programmes whereas there was no significant difference in 30% of the programmes.
3. Suggestions for the improvement of the programmes: 29% of the students have responded that the content of the programmes were
adequate, 14% of the students have responded that the teaching points were too many against the time for the programmes, 36% of the students responded that the visuals and graphics were well organized and clear, 21% of the students responded that the visuals and graphics were appropriate and 36% of the students suggested that the visuals and graphics should be retained for some time on the screen. A large number of the students (64%) were of the view that there was appreciable improvement in general knowledge through science educational TV programmes. 36% of the students have responded that the visual recording was clear. 21% of the students have responded that the visual recording was not clear sometimes and there was interruption between the programmes. 29% of the students have responded that the audio presentation was clear during the telecast but 43% responded that the sound should be very clear during the telecast. 36% of the students have responded that the language was appropriate only for English medium students. 29% of the students suggested that the programmes should be for both i.e. English and Hindi medium students and the level of the language should be appropriate. 57% of the students have responded that the speech was clear sometimes during the telecast. According to them the speech should be clear through out the programme. According to the large number of the students (71%) the speed of delivery of the programmes was very fast.
4. 5 of the students have responded that the pronunciation was not clear sometimes in few programmes. 36% of the students have responded that intonation was appropriate whereas 29% of the students suggested that the intonation should be done appropriately. 29% of the students suggested that the volume of the sound should be normal during the telecast of the programmes and suitable sound effect should be selected. According to 57% of the students the music should be selected as to contribute to the understanding of subject matter. According to 43% of the students the music should keep the mind active. According to the large number of the students, the modulation is not proper. There is a need to improve upon it.

Mohanty and Rath (1989) conducted a study CWCR Television programmes: An Appraisal Study. The findings are presented as follows:

1. At present the UGC's ETV programmes are announced on every Saturday evening and one day before the transmission. Only the titles of the programmes are announced from which it is difficult to guess the subject matter and the objectives of the programmes. Expect this there is no other source from where one can get information regarding UGC's ETV programmes.

2. The knowledge objective has been realized to a great extent in all the programmes whereas understanding and application objectives have
been realized at the great extent in 60% and 52% of the programmes respectively.

3. Due weightage has not been given to some content areas like Philosophy, Political Science, Anthropology, Arts and crafts etc.

4. Only 8% of the programmes were found overloaded with content. Lectures with demonstration and interviews with experts were found more interesting and attractive, whereas documentary programmes did not kindly of the viewers.

5. Some formats like group discussion, dramatization, project method etc. were not given due importance.

6. Almost all programmes were enriched with visual aids like activities, two-dimensional, three-dimensional and real objects. But the presentation of the two dimensional and real objects was not satisfactory.

7. In about 845 of the programmes the visuals were very clear and in the rest of the programmes these were partially clear.

8. Visual aids in 88% of the programmes were found lively and attractive.

9. In 16% of the programmes the pace of communication was found a bit fast and in 4% of the programmes the pace was slow.

10. In 80% of the programmes the voice was distinct and in the remaining 20% of the programmes it was partially so.
Suriakanthi and Meeanakshi (1989) studied parental views on the usefulness of the television programmes to the children. The findings of the studies are as follows:

1. 69% of the parents think that TV viewing has brought about appreciable improvement in the general knowledge of their children. 61% think that the quiz programmes are the most useful for their children. 40% welcome it because of the visual effect that the TV has on children. An important point to be noted is that no parent has said that TV watching based for his children.

2. A large number of parents believe that TV can bring about national integration. 73% of the parents say that their children are able to understand Hindi words because of TV watching.

3. 40% of the parents feel that their children have improved their competency in the mother tongue. 55% of parents are of the view that children are able to understand English better because of TV viewing. 38% of parents say that the ability of speaking English has improved in their children due to TV watching.

4. 40% of the parents are of the opinion that their children learnt new ways of decorating their homes following models observed on TV. 35% of the children are said to have learnt new dance steps. 24% of the children have learnt making new art pieces.
5. The greatest change observed by 82% parents in their children is that children do not pester them asking to be taken to movies. 65% of parents are of the view that the circle of their children's friends has grown since buying TV as they tend to discuss the TV programmes with more peers. 36% of parents say that their children bring home more friends than before. 41% of parents feel that TV has done harm to the social development of their children. After buying TV set they say their children do not go out and spend time with friends as they used to do before buying TV.

6. A large number of parents (78%) suggested that it is desirable for children to see TV for maximum duration of two hours and a minimum of one hour daily.

7. Programmes recommended by parents are quiz, Ramayan and Mahabharat, Tamil news, Sports and games, Ariviyal Ayiram, Cartoon films, Kanmani poonga and UGC programmes.

8. 91% of the parents have stated the following as the desirable characteristics of any children's programmes:

   (a) They should improve the general knowledge of children.

   (b) They should help children know day-to-day affairs about their own nation and the world.

   (c) They should develop interest in sports and knowledge of sports.

   (d) They should inculcate good values in them.
It is interesting to note parents have mentioned the factor amusement as an important characteristic.

9. New programmes suggested by parents are teaching lesson in games and sports, inter-religious prayer in the morning, competition for children in debating, singing, elocution, and video excursion to places of importance in India and other countries cultures and habits of other countries, teaching language like Hindi, French, Sanskrit etc.

10. 80% of the parents are worried that TV affects the home-work of their children. Children tend to remain absent in the class because of the fear of not doing home work. Equal number of parents is worried that TV affects their children’s studies and that their achievement has come down. 39% of the parents are worried that TV viewing affects children going to private tuition. 40% of parents complain that children go to bed late at night and this upsets their regular habit of getting up early and complain that their children do not help parents in household activities after buying TV.

The suggestions given by parents for reducing the evils of TV programmes include telecasting children’s programmes only on Sunday and reducing programmes involving sex and violence. Majority of the parents (61%) feel that TV telecasting time must be cut down. At a time when thee is a move to increase TV show time, this finding should make people involved to probe further
whether such a move is welcome to parents. Though the study has been done on a
limited sample of 150 parents of throws light on important views of urban parents
of urban parents on TV viewing. The findings may be useful to educators,
sociologists and TV programmers.

Anandan (1990) conducted a study to find how to make educational
telecasts more interesting. The findings of the study were presented as follows:

1. All the students are not showing the interest to the UGC TV
programmes because the programmes are not curriculum based. In the
competitive world student’s concentration is always on getting pass
and securing more marks in the examination. If the ETV programmes
help them in any way to score more marks the programme will be
more interesting to the students.

2. In some of the UGC ETV programmes telecast earlier the students
were not involved, though there was a possibility to involve them.
Since the programmes are for the students, wherever possible,
involvement of the students could be given importance.

3. In some of the ETV programmes students were sitting ideal. For
example ‘Basic language skill’ telecast on 12-9-89. In that programme
students were not at all motivated or permitted to interact. If the
students are allowed to interact by the way of asking the doubt or
giving suggestions, the programmes will be more interesting to the
viewers.
4. In some of the ETV programmes students interaction was there. But it seemed to be pre planned. This made the programmes more artificial. If the interaction of the students is the spontaneous one the programme will seem to be more natural and it will make the programme more interesting.

5. Audio and visual media should be equally used in the ETV programmes. Only one medium should not be allowed. The telecast UGC programme 'Harvest' started with audio instruction and then it was running with only visual description. It bored the students so the utilization of both media appropriately is important to make the programmes more interesting.

6. Telecast timing play an important role to make the programme more interesting. The present telecast time 12:45 p. m. to 1:45 p. m. is not conducive time to the students. Since the time 12:45 p. m. to 1:45 is the time to have their lunch and 4:00 to 5:00 p. m. is the time to go to the house or hostel, the programmes did not seem to be suitable to most of the students.

7. In some of the programmes the language used was in high speed and also difficult to understand if the language is at the level of the students the interest in the programmes will be increased.

8. The presentation of the frames in the ETV programmes must be in a systematic manner and emphasis on illustration should be more so that
it can be easily understood which will make the programme more interesting to the students.

9. The background music used in some of the programmes was good and bad in some others. Suitable music if inducted can seek the keen attention of the students.

10. A separate programmes should be telecast so as to discuss the viewers views on the already telecast educational programmes. This will help students to bring in their views to be put forth for discussion so that the ETV programme can be made more interesting.

11. Instead of directly explaining some of the concepts if it is explained by incorporating life like situation it may be more interesting.

3.2.4 Researches on educational video programmes: Educational video programmes are, nowadays, used at some extent in most of the reputed schools in the countries like India. Impact of such video programmes on various aspects of learning was checked out by some of the researchers, mostly at secondary level of education. Some out of those are discussed here.

1 Teaching Environmental Concepts To School Drop-Outs Through Video And Charts.

Objectives:

1. To prepare a video programme on environmental concepts.
2. To find out experimentally whether the video method is more effective than using charts in teaching the environmental concepts.

Findings:

1. The school drop-outs taught by the video method learned more concepts on environment than those who were taught by using charts.
2. The working children improved their achievement on 'Environmental Concepts, after viewing the video programme.

2 An Investigation Into The Impact Of Educational Television Programmes On The Competency Of Teachers Of Elementary Schools.


Objectives:

1. To study the impact of ETV on the competency of teachers of elementary schools in terms of
knowledge, understanding and application in content areas
- classroom interaction between teachers and students,
- attitude of the teachers towards ETV programmes
- problem of the teachers with respect to the utilization of the ETV programmes.

Findings:

1. The obtaining results concerning the impact of ETV programmes on the competency of teachers indicated significant differences between the TV and non-TV teachers on their knowledge, understanding and application in the covered content area.

2. The attitude of teachers towards ETV revealed the highly significant chunk of teachers (92%) considered ETV as not only an effective medium but also as conducive to teaching and to development of teacher's knowledge and general awareness. A higher number of respondents corroborated with their favourable attitude the utilization of the medium, suitability of the format, content structures, etc.

3. However, the opinion of the teachers was sought regarding problems connected with adequate utilization of the medium in classroom; they pointed out that mechanical disorders, power failure, unsuitable time slot for teacher programme, duration of the teacher programme, insufficient remuneration to the teacher custodians and inadequate supply of support material were among the most vulnerable problems.
3 Developing A Video Programme On Weathering And Work Of Rivers In Physical Geography For Higher Secondary Students.


Objectives:

1. To prepare a video programmes on 'Weathering' and 'Work of the Rivers' for instructional use for higher secondary students.

2. To find out whether the video method is more effective than the traditional method in teaching the concepts on 'weathering' and 'Work of Rivers'.

3. to find out whether the higher secondary students improve their achievement after viewing the video programme.

Findings:

1. The higher secondary students improved their learning of the concepts on 'Weathering' and 'Work of the Rivers' after viewing the video programmes.

2. The higher secondary students taught by the video method performed better than the students taught by the traditional lecture method.

4 Developing A Video Programme On Environmental Pollution In Biology For Higher Secondary Students.

Objectives:

1. To prepare a video programme on environmental pollution for instructional use for higher secondary students.

2. To find out whether the video method is more effective than the traditional lecture method in the concept of environmental pollution.

Findings:

1. The higher secondary students taught through the video programmes learnt more than those who were taught by the lecture method.

2. The higher secondary students improved their achievement on environment pollution after viewing the video programme.

4 An Analysis Of The Educational Video Production Made In India.


Objectives:

1. To find out the distribution of videos produced by different centres and in different years.

2. To analyse the content of the educational videos produced in different subjects.

3. To make suitable suggestions for improvement.

Findings:

1. The total number of educational video production in India in 1983 was
just 17. The number increased to 285 in 1987.

2. Among the EMRC's, the Poona centre produce the highest percentage (42.57) of educational videos during the period 1983-88.

3. Among the AVRC's, the Calcutta centre has produced the highest percentage (35.36) of educational video-cassettes during the period 1983-88.

4. Subjects like education, economics management and sociology received much attention. But the subjects like political science and geography had only a very limited number of productions – four and five productions respectively.

5. Out of the 1,007 videos produced, more than half of them were the time duration of less than 20 minutes, where 84 productions were very small and were of less than 10 minutes.

6. Among the agricultural video productions, the latest technology used for increasing productivity received more attention.

7. Educational videos produced in economics gave importance to the economic development, under-development and planning activities.

8. In the medical sciences, the distribution of the educational videos produced seemed to be more or less equal among different classifications like diseases, new methods of surgical treatment, health care of different organs like eye, kidney, etc.

9. Out of the 101 videos produced in physics 50 (49.5%) videos were on
different theories and principles of classical mechanics and the cyclotron and its major subsystem in nuclear resources. Others were on the functions and operations of various circuits, items of equipment, etc.

10. Not many video-cassettes were produced in subjects like archeology, law, anthropology, culture, film appreciation, home science, political science and veterinary science.

6 Developing A Video Programme On Energetics In Chemistry For Higher Secondary Students.


Objectives:

1. To prepare a video programmes on 'energetics' for instructional use for higher secondary students.

2. To find out experimentally whether the video method is more effective than the traditional lecture method is more effective than the traditional lecture method in teaching the concepts on 'energetics'.

3. To find out whether the higher secondary students improve their achievement after viewing the video programme on 'energetics'.

Findings:

1. The students who were taught by the video method learned more concepts on 'energetics' than those who were taught by the lecture method.
2. The students improved their achievement on 'energetics' after viewing the video programme.

7 Other researches on educational video programmes: Bates (1983) reviewed the use of different audio-visual media in distance education, including terrestrial broadcasting, cable satellite, video cassettes, audio cassettes, micro computers and interactive video. It was concluded that these media technology developments provided greater choice of media to be used greater diversity of access, greater students control and coverage of media with implications for professional training and knowledge needed by teachers/designers in distance education.

Brown (1983) examined the educational and economic advantages of using video cassettes instead of broadcast television for Open University distance education. It was found that while the potential importance of television in distance education was widely recognized by educators, students appeared to be less appreciative.

Broyles (1985) compared the influence of videotape feedback, provided after a students public speaking performance, increased the amount of congruency between students self evaluation of that speaking performance. The analysis of data gathered in this study relied on the discrepancy score occurring
between student and instruction evaluation of public speaking evaluation. The result of this study indicated that video tape feedback increased congruency between student and teacher perception and some aspect of public speaking performance.

Holtz (1986) studied the influence of perception of pictorial and textual content of subtitled video programmes. Sample comprised of 138 university students administered the group were embodied figure that viewed a subtitled programme and answered multiple choice and short answer questions about the programme. A 2/3 factorial quasi-experimental design was used. Achievement of video subtitled group was significantly higher than those of textual video programme.

3.2.5 *Researches on interactive video programmes*: Andrews (1985) compared the effectiveness of instructional feedback provided through interactive videodisc and by traditional method. Experimental treatment was compared along the variables of types of feedback and frequency of instruction. Post questions were on the basis of interaction involving 23 instructional objectives. Sample was divided into video feedback group received only verbal corrective feedback. The result indicated that the use of video feedback was shown to be significant more effective than the use of verbal feedback particularly for higher video relevant times and use of frequent interaction was shown to be in significantly more
effective than infrequent interaction.

Kwan (1985) tried to describe the development of interactive video programme for curriculum support in selected school using the microcomputers and video equipment. It was found that the application of an interactive video on an educational environment, especially in school has not improved in the past five years. Continuous study and attempts for developing quality programmes should be able to solve the problem of interactive video course for educational purpose.

Abrams (1986) conducted a study whose purpose was to assess the effectiveness of interactive video in the teaching learning process. He found that interactive video groups recorded significantly and consistently large achievement gain from that of other group. He pointed out that the attitude towards video was found more favourable.

Bisesi, Michael, Felder, B. Dell (1986) studied interactive television. Universities can offer opportunities for workers in high technology fields to gain state of art information and skills without traveling to campus, through interactive television training, careful organization and planning of such programmes including selection of effective faculty and remote site personnel are essential to their success.

Carver, Joyce, Mackkay, Ruth C. (1986) conducted a study in
interactive television to bring University classes to the home and workplace. Reports on a distance education undergraduate nursing course offered by Dalhousie University School of Nursing (Nova Scotis) via live interactive television during 1984-85. The delivery method course design, student achievement and attitudes towards the delivery method, costs, advantages and disadvantages are described.

Wicklen (1986) compared the effect of learning styles and instructional sequence of programme controlled and learner controlled interactive video programmes on students' achievements and task completion rates. Interactive video programme was shown to the sample and the show was followed by an achievement test covering the material presented in the interactive programme. Two way analysis of variance were used for testing the significant difference in the achievement test scores in the task completion rates between the interactive learning programmes and learning styles. The result indicated that there was a significant difference between the interactive video programmes.

Greenwood, Anita n, McDevitt, Margaret A. (1987) studied the multiple teaching strategies for use with an instructional telecommunication network. This paper describe the courses and teaching strategies used for interactive television transmission emanating from the University of Lowell (Massachusetts) and received by the secondary and elementary schools. Five
teaching strategies were employed: demonstration, activity-based instruction, team teaching, discussion and lecture. The modifications necessary to adapt each strategy for use with the medium are reported. Observation of interactive television lessons has revealed the need for thorough pre-planning on behalf of the instructor and careful consideration of the means by which the medium may enhance the attainment of goals. It is hypothesized that teachers who teach via interactive media will show greater variety in the strategies they employ and increased effectiveness as measured by changes in students' learning outcomes and attitudes.

Hannafin, Phillips and Timothy (1987) wrote an article on perspectives in the design of interactive video beyond tape versus disc. This article presented an empirical context for evaluating the instructional appropriateness of interactive video design and challenged the perspective that places technical capacities and limitations foremost in prescribing teaching systems.

Andus, Harth Richard (1988) identifies experts in courses developed within one specific site of the high technology company. Their peers and managers based upon their perceived expertise in selecting media for interactive video application selected these individuals through a nomination process. Their knowledge was acquired through the use of methods designed to determine the general task they performed, the specific knowledge they had in media selection.
and the characteristics they possessed when performing their duties knowledge was represented for each rule. Non-experts were also selected and compared to experts to determine the components unique to expert decision-making in this specific domain. Three experts and three non-experts in media selection from the environment specified above participated in the actual knowledge acquisition by utilizing traditional methods of experts' systems knowledge acquisition as well as methods from the human resources development instructional systems technology field. The output was a collection of rules and explanations specific to the organizational culture, as well as characteristics that were to the experts. The result of the study is a comprehensive model for acquiring expert knowledge that looks at several components, which contribute to expertise rather than only to the acquisition.

3.3 RESEARCH ON TEACHER EDUCATION

Teacher education today is an integral part of any educational system. Teaching, being both a skill and art, was found amenable to transmission in the early ears of the 19th century. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. Now, teacher education is no longer limited to primary or secondary levels of teachers but extends far beyond. The creation of Academic Staff College under the agis of UGC is a case in a point. No wonder than that the teacher education has emerged as an important are of educational research.
Researchers working in this area have brought into their study a wide spectrum of variables. If one has studied selection procedures, another has developed curriculum for teacher education programme and a third has tried to find out the effect of innovative instructional procedures on teacher effectiveness. This is largely due to the fact that teacher education is a long, complicated series of operations. Each operation, in itself, is an extremely complex set of steps. All these interact simultaneously. The institution, the process of admission, training climate, administrative setup, the student-teacher, the personal characteristics of the teachers, practice schools-these factors and quite a few more, are constantly I work in the real setting.

Lulla and Singh, Mehrotra, Das and Jangira, Bhatnagar and Pillai have attempted reviews of the studies in the area of teacher education. A synoptic overview of the nature of these reviews would help one to take stock of the researches completed in the area. Lulla and Singh in their report 'A Survey Of Research In Education' classified teacher education research in six areas, namely, selection criteria; abilities and qualities of the teacher; pre-service and in-service training of teachers; workload, job satisfaction and difficulties experienced by the teachers; procedures and practices of teacher education in India and personality variables of teachers. In his trend report in Second Survey of Research in Education, Mehrotra did the classification differently. Here the variables were
clustered under contextual, input, process and output categories. In the third survey Jangira adopted a systems model of classifying variables under context-process-product categories.

There are 276 studies at Ph. D. level and 134 at project level. The most explored area in teacher education is pre-service education, having 248 studies, while 110 studies have been done in in-service education. There are 36 studies that have tried to probe both pre-service and in-service education.

No study has been found that is related to the use of Radio, ETV programmes, Video Programmes or Interactive Video Programmes in secondary teacher training programmes. Only one study was found that is related to the achievement of student teacher. Following is the abstract of some researches belonging to the achievement and efficiency of student teacher.

1 Achievement Of B. Ed. Students: Effect Of Treatment, Intelligence, Attitude Towards Teaching Profession And Their Interaction.


Objective:

To study the effect of treatment, intelligence, attitude towards the teaching profession and their interaction on the overall achievements of the students.
Findings:

1. The mean achievement scores of the students belonging to the three treatment groups differ significantly.

2. Advance organizer material (AOM) was found to be superior to Programmed Learning Material (PLM) in terms of achievement of the students.

3. The PLM group was found to be significantly more effective as compared to the Traditional Method (TM) group.

4. The AOM group was found to be significantly more as compared to TM group.

5. The instructional material based on AOM was found to be significantly superior to that based on the Operant Conditioning Model and the Traditional Method.

6. Intelligence was found to affect significantly the overall achievement of the students whereas attitude to the teaching profession did not.

2 The Impact Of The Teacher Education Programme Of Lucknow University On Pupil-Teacher’s Attitude And Teaching Efficiency.

Researcher: Srivastava Madhubala, Ph. D., University of Lucknow.

Objectives:

1. To find out the change in teacher attitudes, teacher aptitude and teaching efficiency of B. Ed. Students after the completion of training.
2. To compare the teacher attitude, teacher aptitude and teaching efficiency of B. Ed. Students in respect of sex difference, different teaching subjects, different academic qualifications and different teaching experiences.

3. To find out the correlation between teaching efficiency and achievement in the theory papers of the training programme.

Findings:

1. Most of the trainee groups changed their teacher-attitude positively and significantly after training.

2. The experienced male trainees did not show any change in teacher-attitude.

3. There was no significant change in the teacher aptitude of the male post graduate student-teachers and the experienced female trainees as result of the training.

4. All the trainees showed significant and appreciable improvement in their class-room teaching performance.

5. After the completion of the training, the females showed better teacher attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics.

6. Excepting the fourth paper 'Secondary school organization', all other theory papers had positive and significant correlation with teaching
3 Prediction of student teacher performance in the secondary teacher education course.


Objective:
To study and predict student teacher performance in the theory course, in practical teaching and in the aggregate as elated to selected variables.

Findings:
1. Context variables General Mental Ability (GMAT) and previous academic achievement emerged as significant predictors of student-teacher performance in total assessment of theory.
2. Context variables Teacher Attitude Theory (TAI), Scholastic Test (ST) and Anxiety Scale (AS) emerged as significant predictors of student-teacher performance in the total assessment of practice theory.
3. Context variable GMAT was found to be significant predictor of student-teacher performance in TA.
4. None of the non cognitive variables emerged as significant predictors of performance in the total assessment of theory and total assessment.

5 A Study Of The Relative Effectiveness Of Micro-Teaching And The Traditional Technique Of Teacher Training In The Development Of General Teaching Competence Of The Student Teachers Of Secondary Teachers' Training College.

Objectives:

1. To compare the general teaching competence (GTC) of student-teachers of secondary teachers' training colleges through the micro-teaching technique (MT) and through traditional technique (TT).

Findings:

1. On the basis of scores obtained on the pre-test it was concluded that the two equated groups did not differ before applying the treatment to the experimental group.

2. There was a significant difference in mean achievement scores between the two groups on the post-test.

3. Micro-teaching approach was more effective than the traditional teaching approach.

6 Training Of Student-Teachers In The Models Of Teaching: Relative Effectiveness Of Different Training Strategies.

Objectives:

1. To study the relative effectiveness of different training strategies (SMM, MMT1 and MMT2) and for the Advanced Organiser Model (AOM) in terms of

   i) theoretical understanding

   ii) competency in the model, and

   iii) reactions towards the mode.
Findings:

1. The training strategy MMT@ (presentation of demonstration, followed by presentation of theory, followed by phase-wise demonstration and discussion) was found to be significantly more effective than the other strategies-SMT (presentation of theory, followed by whole demonstration and discussion)- in terms of the developing theoretical understanding of the AOM among the secondary student-teachers.

2. The training strategies SMT and MMT, were found to be equally effective in terms of developing theoretical understanding of AOM. The same results were obtained when the groups were matched with respect to abstract reasoning.

3. The training strategy MMT1 was found to be more effective than MMT2 and SMT strategies of training in terms of developing competence in model AOM.

4. The training strategy, SMT was found to be more effective than MMT2 in this regard. When the groups were matched in respect of abstract reasoning, the training strategy MMT1 was found to be significantly more effective than the strategies SMT and MMT2.

5. All the student-teachers in different groups trained through different training strategies developed favourable reactions towards the AOM.

6. All the training strategies were, however, found to be equally effective in terms of reactions towards the model.
7. The AOM was found to be effective in terms of specific instructional effects—talking with others in an organized way, applying knowledge creatively, the student-teachers’ understanding what is said to them, first stating important points and then giving details, and presenting data significantly.

7 A study Of The Effectiveness Of Different Integration Strategies For Developing Teaching Skills Among Student-Teachers: A Meso-Teaching Approach.


Objectives:

1. To study the feasibility of the meso-teaching approach in training the pre-service teachers.

2. To study the effectiveness of different strategies of integration of teaching skills in the development of the general teaching competence of teachers.

3. To investigate the modification of the class-room verbal behaviour of the student-teachers trained through different strategies.

4. To compare competence in teaching skills and the class-room verbal behaviour of the student-teachers trained through micro-teaching and meso-teaching.

Findings:

1. All the three strategies, namely, Diode-additive, Triode additive and No
Integration were effective in improving the general teaching competence of the student-teachers. The 'No Integration' strategy was less effective than the first two.

2. The student-teachers trained through micro-teaching only showed the following modification in their class-room behaviour: An increased use of behaviour in categories, 'Accepted Feelings', 'Praise or encouragement', 'Using pupils ideas', 'Asking questions', 'Giving directions', and criticising and justifying authority'. 'Silence' and 'Confusion' was adequately minimized. There was considerable increase in 'Teacher-talk', particularly in 'Indirect-teacher talk' (which change the ratio of 'Indirect-influence' over 'Direct-influence). The overall behaviour pattern of 'Indirectness' remained, more or less, unchanged.

3. Student teachers subjected to training in 'Diode-additive' strategy of integration modified their class-room verbal behaviour by showing a significant increase in 'Accepting feelings', 'praise or encouragement', 'Accepting pupils' ideas', 'Asking questions', 'Student-response' and student initiations': 'Lecturing' and 'Silence or confusion' was minimized substantially.

4. Teacher trainees following the Triode-additive strategy of integration changed their class-room verbal behaviour by showing improvement in 'Accepting feelings', Praise or encouragement', Accepting pupils'
ideas', 'Asking questions', which resulted in affecting positively the student-talk categories, i.e. 'responses' and 'initiations'. Improvement in 'Indirect teacher-talk' allowed increase in pupil's responses and 'initiations', thus reducing 'Silence' or 'Confusion'.

8 Relative Effectiveness Of Two Strategies In Developing Teaching Competence And Attitude Towards Teaching Among Student-Teachers.


Objectives:
1. to compare the relative effectiveness of two training strategies in developing competence and attitude towards teaching among student-teachers.

Findings:
1. Both the training strategies were significantly effective in developing theoretical understanding of micro-teaching, general teaching competence and attitude towards teaching.
2. However, only the training strategy, ODP, was found to be significantly effective in developing favourable attitude towards micro-teaching among the B. Ed. Students.


**Objectives:**

1. To develop software material for the chosen (film-strip) medium on the topic 'Nutrients'.

2. To evaluate the developed material against the conventional teaching method in terms of immediate recall and delayed retention on the following behavioural activities: Knowledge, understanding, application and skill under three instructional approaches –
   a) teacher and film-strip,
   b) film-strip only and
   c) teacher only.

**Findings:**

1. On ‘knowledge’, (a) the gain in the score in the ‘Recall Test’ for all three treatments was significant. (b) The difference between treatment 2 and treatment 3, and between treatment 1 and treatment 3, were significant. Treatment 2 made the highest gain.

2. On ‘understanding’ the gain score in the Retention and Recall Test was significant for all the three treatments.

3. On ‘Skill’ the gain score in the Retention and Recall Test was significant for all the three treatments.

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A report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in college of education.

**Researcher:** Bhatnagar, T. N. S., Independent study, National Council For
Educational research and training, 1988.

Objectives:

1. To identify activities under student-teaching and other practical work which might be common in B. Ed. curriculum in the case of most of the universities in the country.

2. To develop tools for the assessment of all these activities under the student-teaching and other practical work prescribed in the B. Ed. Course being run at that time by various universities.

3. To try out these scales in actual training situation through feedback from colleges of education.

Findings:

1. The findings stressed the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities of the country.

2. Common areas in which the tools required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

10 Interactive Effect Of Source Of Feedback And Student-Teacher Personality On Student-Teacher Competence.


Objectives:

1. To compare the teaching competence of student-teachers in the audio and supervisory groups.
2. To compare the teaching competence of high and low neurotic student-teachers and high and low extravert student-teachers.

3. To assess the differential effectiveness of audio feedback on high and low neurotic student-teachers and high and low extravert student-teachers.

4. To find out the interactive effect of sources of feedback and student-teachers' neurotic personality on student-teacher competence.

5. To find out the interactive effect of sources of feedback and student-teacher extravert personality on student-teacher competency.

Findings:

1. Student-teachers' personality factors of neuroticism and extraversion were not related to either student-teachers' acquisition of teaching competence or competence in each of the four skills.

2. Supervisory feedback was more effective than audio feedback in facilitating student-teachers' acquisition of both teaching competence and individual skill competence.

3. Although interaction was not significant, the trend of the relationship lent support to the hypothesis that low neurotic student would perform better and high neurotic students would perform better under supervisory feedback.

11 Evaluation Of The Teacher Education Programme Of Agra University.


Objectives:

1. To measure attitudes, values and adjustment of B. Ed. Students in the beginning of the course.

2. To investigate I to the nature of change in the professional attitude,
Findings:
1. There was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session.
2. There was a positive trend of intercorrelations between attitude, adjustment and values.
3. The correlations between teacher adjustment and teacher attitude and teacher adjustment and teacher values are low and not significant.
4. The teacher education programme did not contribute towards the teacher attitude of student-teacher.
5. The overall trend of teacher values was positive but not significant.
6. There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.

12 Impact Of Teacher Education On Teaching Aptitude Of Punjab Agricultural University Education Graduates.


Objectives:
1. To evaluate the impact of teacher education on the teaching aptitude of education graduates.
2. To find out the relationship between academic achievement and
teaching aptitude.

Findings:

1. Various personality traits studied indicated significant differences in favour of fairness and co-operative attitude, followed by kindliness, moral character, wide interest, enthusiasm and patience, respectively, showing strengthening of these traits with the teaching of various educational courses.

2. Teaching of education course affected the development of teaching aptitude.

3. Academic achievement was significantly related to teaching aptitude.

13 A study of relationship between teacher behaviour and teaching aptitude of teacher-trainees.


Objectives:

1. To explore the class-room verbal behaviour of student-teachers through Flander’s technique.

2. To find out if there is any relationship between teacher behaviour and teaching aptitude.

3. To study the relationship between various aptitude factors and different components of classroom behaviour.
4. To study if there is a significant difference among teacher behaviour of teacher-trainees in different disciplines.

5. To compare the behaviour of student-teachers who have secured high score in aptitude test with those who have low aptitude scores.

6. To estimate the statistical significance of relation and draw inferences.

**Findings:**

1. The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders.

2. Large variation occurred in TOR, TIR and PIR. TQR and PIR were much less than the norm.

3. Teacher talk ratio was significantly correlated with three of the teaching aptitude factors and the total teaching aptitude score.

4. There was a significant negative correlation between silence, confusion ratio and the three aptitude factors and the total aptitude score.

5. There was a significant correlation between teaching aptitude score and content cross ratio.

6. Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR.

7. The English teacher talked less and responded less than the mathematics teacher.

8. The English teacher’s instantaneous response and content emphasis also were less compared to mathematics teacher.
9. A comparison of history and biological science teachers showed that there was more pupil talk in biological science class than in the history class.

10. The teacher-pupil interaction was rather slow in science class as compare to history class.

11. The physical science teacher also responded less than the history teacher and the pupil talk percentage was higher in the physical science class than the history class.

12. The high-aptitude group differed significantly in four behaviour components.

13. Teacher Talk, Teacher, Response and Content Emphasis were significantly higher in high-aptitude group.

3.4 AN OVERVIEW

By studying the earlier researches done in the field of mass media, it is clear that researches have tried to investigate the effectiveness of radio, TV, video and interactive video programmes for educational purpose. Most of the studies have been done in primary, secondary, higher secondary or higher education. Few studies have been done in the field of teacher education especially in secondary teacher education. Earlier researches, which the researcher has studied, related to the present study can be classified as shown in table 3.1.
TABLE 3.1

Classification of Earlier Researches

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject of Research</th>
<th>No. of Studies</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Educational radio broadcasting</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Educational TV programmes</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Educational video programmes</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Interactive educational video programmes</td>
<td>9</td>
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<tr>
<td>5</td>
<td>Teacher education</td>
<td>13</td>
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</tbody>
</table>

Form the studies listed above it is clear that most of the studies are related to the ETV programmes, very few are related to the UGC CWCR programmes and radio broadcasting. Most of the studies have been done at the area of primary and secondary level of education and some are at higher education. In most of the researches it is found that the use of video programmes and ETV programmes are more fruitful than any other teaching aids. But no study has been done in the area of the use of video programmes in secondary teacher education/secondary teacher training programme.

"The quality of professional education of teachers in the post-independent era is found to be either poor or mediocre, despite its vast expansion." The studies done in secondary teacher education are mostly related with teaching strategies, microteaching, models of teaching, teaching aptitude,
teaching efficiency, teachers' attitude, student teachers' performance, teaching competence, preparation of self instructional material, development of tools of study, evaluation of teacher education programme and so on. No researcher has tried to see the impact of video programmes on the achievement of the student-teachers. One study has been done on the achievement of the student teachers but there also variables other than media were considered for the study.

Viewing all the surveys available at present, it was found that any study has not been done that find the impact of mass media on the achievement of secondary teacher trainees when it is one of the most important aspect of the teacher education.

3.5 RELEVANCE OF THE PRESENT STUDY

As we have seen earlier that the national body like NCTE emphasizes on the use of audio-visual aids like video, audio tape, film strip, slide, TV and computer in secondary teacher training programme to improve the quality of teacher education, it is now quite necessary to find out the impact of such teaching aids on the quality of teacher training programme.

By referring five surveys of educational research it is quite clear that no study has been done on the use of video programmes in B. Ed. Course. Besides, it can also be concluded that by referring the above-mentioned studies
that only one study, Budhisagar and Sansanwal (1991), was done to measure the achievement of student teachers.

Referring the studies, discussed earlier in the previous point of this chapter only one study belonging to the achievement of the student teacher was done. It shows that the achievement of the student is better when they are taught by using PLM, AOM. It Shows, we can improve the achievement of student teacher by teaching them using different methods of teaching instead of teaching them by traditional method.
REFERENCES


