CHAPTER V

FINDINGS OF THE STUDY AND DISCUSSION OF RESULTS

5.1 Findings of the Study

5.2 Sub Findings

5.2.1 III Standard Units

5.2.2 IV Standard Units

5.3 Discussions of Results
The investigator analysed the data with proper statistical techniques and interpreted the results accordingly. Now he is able to identify the findings of the study.

5.1 Findings of the Study

1. The students of the III standard and IV standard learnt the EVS through traditional method (Control) achieved very less.

2. The students of III and IV standard learnt EVS through the Keli-Kali Radio Programme achieved significantly more than those who learnt through traditional method.

3. The students of III and IV standard learnt EVS through Nodi-Keli-Kali AV package learnt significantly more than those who learnt through Keli-Kali radio programme.

4. The Nodi-Keli-Kali Audio-Visual package developed for the study is found to be more effective and helpful to the students of both III and IV standard in learning the EVS interestingly and effectively.

5. The Keli-Kali Radio programme developed by the DEP-DPEP and others were also found effective to learn the EVS properly.
6. When the achievement of the student of previous year (II and III standard annual examination EVS marks) and the achievement of the control group is compared, it was found that, there is no significance difference between two sets of achievements which means the control group students have not achieved significantly more than the previous year achievement which, also means that the traditional method of teaching EVS did not help the students to achieve more.

7. The students when taught through the Keli-Kali Radio programme have achieved significantly more than the previous year (II and III standard) achievement PPT scores) which means that the Keli Kali radio programme material helped the students to learn better than the previous year.

8. The students when taught through Nodi-Keli-Kali, Audio Visual material have achieved extremely well than the previous year achievement (PPT score) which means that the AV aid developed by the investigator helped the students to learn the EVS most effectively and interestingly than the previous year.

9. Sex factor also has some effect on achievement of the student when taught through three different methodology viz., traditional, Keli-Kali radio programme and Nodi-Keli-Kali AV aid.
10. The boys when taught through Keli-Kali Radio programme have achieved significantly more than those taught through traditional method both for III and IV standard EVS.

11. The boys when taught through Nodi-Keli-Kali AV aid method have achieved significantly more than those taught through Keli-Kali radio programme.

12. The Girls when taught through Keli-Kali radio programme method have achieved significantly more than those taught through traditional method for both III and IV standard EVS.

13. The Girls when taught through Nodi-Keli-Kali AV aid method have achieved significantly more than those taught through Keli-Kali radio programme method both for III and IV standard EVS.

14. Both boys and girls have equal affinity to learn through Nodi-Keli-Kali AV aid method.

15. Similarly both boys and girls have equal affinity towards learning EVS through Keli-Kali radio programme for III and IV standard.

16. Both the teachers and the students showed lot of interest in teaching / learning through AV aid developed for the study.

17. The teachers who taught through Keli-Kali radio programme method expressed that, this method is better than that of traditional method to teach EVS for III and IV standard.
18. The teachers who taught through AV aid method expressed that it is most convenient and effective tool to teach the EVS properly for III and IV standard and they also expressed that the students took lot of interest in learning the units. This may also be served as self instructional package.

19. The teachers also appreciated the style of presentation and narration of the Nodi-Keli-Kali AV package developed for the study. The programme language and the narration had positively impact on students.

20. The students who learnt through Keli-Kali radio programme have also expressed their satisfaction, but they have also expressed that this may be alternative to the traditional method.

5.2 Sub Findings

5.2.1 II Standard Units

1. The III standard units of EVS can be most effectively taught through the Nodi-Keli-Kali, AV aid developed for the study.

2. The III standard units of EVS may also be taught effectively through Keli-Kali radio programme, which is better than traditional method.

3. The III standard EVS chapter when taught through traditional method of teaching did not yield good results.
III Standard Units

1. Namma Hallugalu - Our Teeth

* The Unit **Namma Hallugalu - Our Teeth** of III standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit **Namma Hallugalu - Our Teeth** of III standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.

* The unit **Namma Hallugalu - Our Teeth** of III standard EVS when taught through traditional method has yielded normal / sub normal results

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of III standard EVS especially the unit Namma Hallugalu had the best effect on the children as well as for the teachers.

2. Namma Aahara - Our Food

* The unit **Namma Aahara - Our Food** of III standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit **Namma Aahara - Our Food** of III standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.
* The unit **Namma Aahara - Our Food** of III standard EVS when taught through traditional method has yielded normal / sub normal results.

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of III standard EVS especially the unit Namma Aahara – Our Food had the best effect on the children as well as for the teachers.

3. **Namma Jnyanendriyagalu - Our Sense Organs**

* **Namma Jnyanendriyagalu - Our Sense Organs** of III standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit **Namma Jnyanendriyagalu - Our Sense Organs** of III standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.

* The unit **Namma Jnyanendriyagalu - Our Sense Organs** of III standard EVS when taught through traditional method has yielded normal / sub normal results.

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of III standard EVS especially the unit **Namma Jnyanendriyagalu - Our Sense Organs** had the best effect on the children as well as for the teachers.
4. **Surya Mattu Jeevigalu - Sun and living beings**
   
   * **Surya Mattu Jeevigalu - Sun and living beings** of III standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.
   
   * The unit **Surya Mattu Jeevigalu - Sun and living beings** of III standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.
   
   * The unit **Surya Mattu Jeevigalu - Sun and living beings** of III standard EVS when taught through traditional method has yielded normal / sub normal results.

   Hence, it is noted that the AV aid developed by the investigator for the effective teaching of III standard EVS especially the unit **Surya Mattu Jeevigalu - Sun and living beings** had the best effect on the children as well as for the teachers.

5.2.2 **IV standard Units**

1. The IV standard units of EVS can be most effectively taught through the Nodi-Keli-Kali, AV aid developed for the study.

2. The IV standard units of EVS may also be taught effectively through Keli-Kali radio programme, which is better than traditional method.

3. The IV standard EVS chapters when taught through traditional method of teaching did not yield good results.
1. Namma Aahara- Aarogya – Our Food and Health

* Namma Aahara- Aarogya – Our Food and Health of IV standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit Namma Aahara- Aarogya – Our Food and Health of IV standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.

* The unit Namma Aahara- Aarogya – Our Food and Health of IV standard EVS when taught through traditional method has yielded normal / sub normal results

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of IV standard EVS especially the unit Namma Aahara- Aarogya – Our Food and Health had the best effect on the children as well as for the teachers.

2. Namma Nammallì – Among Ourselves

* Namma Nammallì – Among Ourselves of IV standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit Namma Nammallì – Among Ourselves of IV standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.
The unit **Namma Nammalli – Among Ourselves** of IV standard EVS when taught through traditional method has yielded normal / sub normal results.

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of IV standard EVS especially the unit **Namma Nammalli – Among Ourselves** was most effective to the children as well as for the teachers.

**3. Hawamana Mattu Vayuguna – Weather and Climate**

* The unit **Hawamana Mattu Vayuguna – Weather and Climate** of IV standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit **Hawamana Mattu Vayuguna – Weather and Climate** of IV standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.

* The unit **Hawamana Mattu Vayuguna – Weather and Climate** of IV standard EVS when taught through traditional method has yielded normal / sub normal results.

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of IV standard EVS especially the unit **Hawamana Mattu Vayuguna – Weather and Climate** was most effective to the children as well as for the teachers.
4. Samparka Sadanagalu – Means of Communication

* Samparka Sadanagalu – Means of Communication of IV standard EVS when taught through Nodi-Keli-Kali, AV aid developed for the study yielded excellent results.

* The unit Samparka Sadanagalu – Means of Communication of IV standard EVS when taught through Keli-Kali, Radio Programme has yielded very good results.

* The unit Samparka Sadanagalu – Means of Communication of IV standard EVS when taught through traditional method has yielded normal / sub normal results.

Hence, it is noted that the AV aid developed by the investigator for the effective teaching of IV standard EVS especially the unit Samparka Sadanagalu – Means of Communication had most effective to the children as well as for the teachers.

5.3 Discussion of Results

It is concluded that the objectives kept for the study were duly fulfilled with following observations.

The AV package–Nodi-Keli-Kali developed by the investigator which was duly validated was found to be most effective tool for the teachers to teach the EVS for primary school children studying in III and IV standard. It was also observed that the children (both boys and
girls achieved excellent results when taught through such AV packages than those taught through Keli-Kali radio programme method.

It was also observed that, using Keli-Kali radio programme method for teaching EVS III and IV standard yielded better results than the traditional teaching methods. The Keli-Kali programme is widely broadcasted on a state wise network through all AIR stations of Karnataka State at regular interval of time. Here one main limitation was found in the entire programme that was; children can only hear the voice and conversation of the participants in the radio programme, the music and songs. Where as in the AV aid developed for the study is more effective because of the fact that children can both see and hear the actual scenes and the materials which can directly affect their mind and the learning will be optimum in this way since most of the sense organs are involved in the learning process. Children's learning was effective and significant. The teachers on the other hand have a relaxed mood with brief introduction they may switch on to the DVD and the TV screen and observe the programme at the end of each programme the evaluation procedure also increase the awareness about the unit's objectives.

The Audio-Visual package Nodi-Keli-Kali has been developed by the investigator through the dint of hard and sincere work. He approached proper persons for like script writing, Video shooting and children for narration and compiled them in the form of dubbing to
have a beautiful AV teaching aid. The cost factor is also manageable and number of prints of such video disks may be prepared and may be supplied to the respective schools. Hence, such effort may be undertaken by the DSERT so as to convert the Keli-Kali radio programme to Nodi-Keli-Kali TV programme. The investigator was state co-ordinator for distance education and has worked in this direction. His efforts have resulted in the form of EDUSAT programme which is best form of Nodi-Keli-Kali. This has been taken up by DSERT under SSA programme with collaboration of ISRO, DEP-SSA and is expected to yield good results.