CHAPTER VII

SUMMARY, FINDINGS AND IMPLICATIONS

7.1.0 INTRODUCTION

This study has been given in detail in the previous chapters. The present chapter is devoted to the description of study in nutshell under caption headings like Rationale, Statement of Problem, Objectives, Hypotheses, Sample, Experimental Design, Tools, Procedure of Data Collection, Statistical Techniques used for analyzing data, Findings and Implications. The details in respect of each one of them are given in different captions.
7.2.0 RATIONALE

There has been a considerable improvement in the Gross Enrolment Ratio of Higher Education in India. Today it is 12.4% but it is quite low compared to world Gross Enrolment Ratio that is 23.2% (Source UGC report, 2006). There has been huge increase in the demand for higher education since the first issue relates to the enhancement of access to higher education. However the increase in demand has not been matched by corresponding increase in the education infrastructure. Due to the demand outstripping the capacity, a large number of aspirants are also denied access to higher education. This has led to a situation where institutions are required to manage more students than they afford, leading pressure on the facilities. There is shortage of teachers in terms of both quality and quantity there are 35% posts are vacant in central universities (UGC, report, 2006) and also there is shortage of adequate facilities. It is difficult to meet these needs by conventional means hence it is necessity of time to use media in field of education. Almost every home in India has a television set, hence innovative education content like Video Instructional Material can be delivered through it. Video Instructional Material may provides educational content right at the doorsteps of students who can consume it easily and at their convenience. Video Instructional Material provides facility of picture viewing which is many times made imagined by teacher in classroom. Students get better understanding of concepts when lecture is accompanying by motion pictures which is only possible through Video. It will enable teaching to be undertaken privately at home or at work place in a group, in the remote areas or in the city. Technology is revolutionizing teaching. Quality of education should be improved for all round development of the child. Different Individualized instructional materials like module, Programme learning material, and computer aided instruction, web based instructions, video instructional materials etc found very useful in individualized learning and distance learning (Wilson, 1987). Students can learn by own pace & interest with the help of Video Instructional Material. Video instructional material facilitates students to learn even in absence of teacher. Motion pictures, color, sound adjustment, facility of forward, rewind and zooming made video a powerful tool of communication between teacher and student. This Video Instructional Material can be upload on website and n numbers of students may benefited by it without any constraints of Distance, Time, Money and Energy. There is scarcity of quality teachers & quality books in field of Educational Psychology. Education Psychology is a compulsory subject at B.Ed as well as M.Ed level. In
India number of Educational College increasing day by day but enough number of teacher Educators is not produced to fulfill their requirements so there is a gap exists between demand and supply. Video Instructional Material in Educational Psychology was developed on the basis of common syllabus of B.Ed Educational Psychology of Universities of Madhya Pradesh. Those B.Ed. colleges who are having sufficient teaching staff sometimes found that they are not having conceptual clarity in Educational Psychology. Keeping these problems in mind the present study was needed to undertake. A lot of adequacy observed in present teaching learning process such as consistency of lectures, passive role of learners, lack of opportunities for self pacing study, absence of flexibility etc. To eradicate these adequacy many changes are require such as renovation of traditional teaching learning method, use of various psychological principles, meaningful learning, proper feedback etc. For fulfillment of these Video Instructional Material is required. Researchers developed different types of video instructional materials and studies their effectiveness on the basis of achievement in subject. The effect of VIM on achievement is one of the innovations in field of teaching and learning. Jeyachandran (1980), Andrews (1985), Barve (1986), Clarke (1986), Yadav (1988), James (1988), NCERT and D.A.V.V. Project (1989), Narayanasamy (1991), Idyawani (1991), Kalimuthu (1991), Sinnathambi (1991), Napapong (1993), Pandya (1994), Joshi (1995), Lal (1996), Joshi (1997), Tiwari (1997), Shukla (2003), Shinde (2007) and Gupta (2011) studied the effectiveness of Video Instructional Material and found that Video Instructional Material significantly improved achievement of students. After going through related literature, the investigator realized that there are very few research studied conducted related to the use of video Instructional Material in classroom at B.Ed level and probably no study conducted for teaching Educational Psychology for B.Ed students through Video Instructional Material some previous researchers studied interaction effect of Intelligence when Method of Teaching was independent variable and achievement is dependent variable but the findings were found not consistent. There is inconsistency in findings of different researches on video instructional material hence it is required to study more on use of video instructional material in classrooms. Educational Psychology is an important subject in teacher training. It helps teacher trainee to understand student, curriculum and entire teaching learning process. Video Instructional Material in Educational Psychology has immense utility for B.Ed students and teacher Educators. Keeping in mind to improve teaching learning process in Educational Psychology and due to need and importance of Video Instructional Material in Educational Psychology, Scarcity of researches in using Video Instructional Material in classroom, Scarcity in study of interaction effect of various variables like Intelligence, Adjustment,
Personality, Gender, socioeconomic Status, Educational Discipline, Caste, Residential background and Marital status when Video Instructional Material (Method Of Teaching) was an independent variable and Achievement was dependent variable. Scarcity of quality teachers in Educational Psychology, Scarcity of quality instructional material in Educational Psychology, inconsistency in findings of different researches on Video Instructional Material and due to very few numbers of researches conducted on Video instructional Material present study need to be undertaken.

7.3.0 STATEMENT OF PROBLEM

The problem was worded as given below:

EFFECTIVENESS OF VIDEO INSTRUCTIONAL MATERIAL IN EDUCATIONAL PSYCHOLOGY IN TERMS OF ACHIEVEMENT IN EDUCATIONAL PSYCHOLOGY AND REACTION TOWARDS DEVELOPED MATERIAL OF B.ED. STUDENTS OF MADHYA PRADESH

7.4.0 OBJECTIVES

The following were the objectives of the present study:

1) To compare mean scores of Achievement in Educational Psychology of students belonging to Video Instructional Material Group at Pre and Post Test stages.

2) To compare adjusted mean scores of Achievement in Educational Psychology of students belonging to Video Instructional Material Group and Traditional Method Group by considering Pre Achievement in Educational Psychology and Intelligence as covariate.
3) To study the effect of Treatment, Gender and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology and Intelligence as covariate.

4) To study the effect of Treatment, Intelligence and their interactions on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

5) To study the effect of Treatment, Medium of Instructions and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

6) To study the effect of Treatment, Discipline and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

7) To study the effect of Treatment, Caste and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

8) To study the effect of Treatment, Marital Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

9) To study the effect of Treatment, Personality and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

10) To study the effect of Treatment, Adjustment and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

11) To study the effect of Treatment, Socio Economic Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

12) To study the effect of Treatment, Residential Background and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.
13) To study Reaction of Students belonging to Video Instructional Material Group towards Developed Video Instructional Material in Educational Psychology for B.Ed. students.

7.5.0 HYPOTHESES

The following were the hypotheses of the present study:

1) There is no significant difference between mean scores of Achievement in Educational Psychology of Video Instructional Material Group at Pre and Post Test stages.

2) There is no significant difference between adjusted mean Scores of Achievement in Educational Psychology of students belonging to Video Instructional Material Group and Traditional Method Group by considering Pre Achievement in Educational Psychology and Intelligence as covariate.

3) There is no significant effect of Treatment, Gender and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology and Intelligence as covariate.

4) There is no significant effect of Treatment, Intelligence and their interactions on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

5) There is no significant effect of Treatment, Medium of Instructions and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

6) There is no significant effect of Treatment, Discipline and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

7) There is no significant effect of Treatment, Caste or Category and their interaction on Achievement in Educational Psychology by considering Pre Achievement Pre Achievement in Educational Psychology as covariate.
8) There is no significant effect of Treatment, Marital Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

9) There is no significant effect of Treatment, Personality and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

10) There is no significant effect of Treatment, Adjustment and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

11) There is no significant effect of Treatment, Socioeconomic Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

12) There is no significant effect of Treatment, Residential Background and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

7.6.0 SAMPLE

The population comprised of B.Ed students of Madhya Pradesh. There were approx 500 B.Ed colleges in Madhya Pradesh affiliated by NCTE and Govt. of Madhya Pradesh... The two cities, namely, Indore and dewas were selected purposively for taking sample. From two cities of Madhya Pradesh Three B.Ed colleges and three sections of School of Education, DAVV Indore were selected randomly as Sample of study from forty six B.Ed colleges of Indore and Dewas. Sample comprised of 177 B.Ed students out of which 75 were Males and 102 are females of session 2011-12. The treatment assigned randomly to two groups from six selected groups which was Section’A’ and Section’C’ of School of Education, DAVV Indore. There are 74 students in Video Instructional Material Group who were get treatment through Video Instructional Material. There are 103 students in Traditional Method Group who were get treatment through traditional method. Members of both the groups represented the three levels of Socio Economic Status that is high, Medium and low and belonged to rural and urban residential background. Members of both the groups were belonged to Hindi and English medium. Members of both the groups were belonged to three disciplines that are Science, Arts and Commerce. Members of both the groups are Married and Non Married.
Members of both the groups were belonged to four group of Caste that is General, OBC, SC and ST. Student’s qualification were graduate and postgraduate. Their age was from 22 years to 45 years.

7.7.0 EXPERIMENTAL DESIGN

The present study was experimental in nature. In present study the Non Equivalent pre test Posttest control Group Design was used. The experimental group was exposed to the independent variable that is treatment and both groups were tested at pre and post test stages by same achievement test in Educational Psychology, Scores are then compared to determine the effectiveness of the treatment.

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O & O & (Campbell and stanely, 1963)
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\[X = \text{Video Instructional Material Treatment} \]
\[O = \text{Observation test} \]

In it one group received a new or unusual treatment that is teaching by Video Instructional Material the other receives a Traditional or usual treatment that is Traditional Method Group and both groups are tested at pre and post stages. Both groups are comparison groups. (X) Group were taught by Video Instructional Material and the second group i.e. Traditional Method Group was taught by traditional Lecture Method. The posttest achievement of both the groups was compared by considering their Pre Test Achievement in Educational Psychology as covariate.

7.8.0 TOOLS

In the present Study the data were collected in respect of Intelligence, Personality, Adjustment and Socio Economic Status by standardized tools while Achievement in Educational Psychology and Reaction towards Video Instructional Material of B.Ed. Students were assessed with the help of tools developed by the investigator. Description of tools related to these variables are presenting under different captions.
7.8.1 INTELLIGENCE

Intelligence of students was assessed with the help of Raven’s standard progressive matrices test. Intelligence test developed by J.C. Raven this test for the target group belonging to age of 12 years to adult H.K. LWEIS AND Co. Ltd. published it in 1960. Medium of test is non-verbal English. The test includes widest possible range of mental ability problems, in the form of design that required completion. Test can be used either as an individual, a self-administered or as a group test. There are 60 problems in the test that have been divided into five sets as A, B, C, D and E. In each set there are 12 problems. The problems are arranged from simple to difficult level. There is no time limit to answer these problems. The students can move at his/her own pace, Each problem has six alternates and one of them is selected as answer by the testee and the number of that alternate is written in the response sheet Each correct answer scores 'one' mark and wrong answer Scores zero. All marks are added at the end to arrive at the total score. Total score provides an index of the intellectual capacity of the testee, which is interpreted with the help of age norms given in the manual. The test has 0.88 test-retest reliability for age range 13 to 14 years.

7.8.2 PERSONALITY

Personality of the students was assessed with the help of Eysenck's Maudsley Personality Inventory developed by Dr. H.J. Eysenck. For this study, Hindi version of the test developed by S.S. Jalota and S.D. Kapoor were used. The test is applicable for the testees belonging to age group 16 years and above. This test constitutes 48 items, measuring introversion, extroversion and neuroticism aspects of individual's personality. The vocabulary required is that of the average newspaper. Although time limit is enforced in the testing, but the short scale takes about 3 minutes to 5 minutes, while the long scale takes about 15-20 minutes. Item from serial number 1 to 12 are given on the front page of the test booklet make the short scale, while all the 48 items of the booklet constitute the long scale. Each of these items is answerable by making a tick mark into one of the three boxes. The 48 items of the test booklet are distributed among the two personality dimensions scored. Each item has three response alternatives, scored 0, 1, 2 from lower to higher levels of neuroticism and extroversion and any single item contributed to only one of the two dimensions. For the full scale, the mean neuroticism combined scores is 23.2 with S.D. of 10.0 (This corresponds with
English norms of 19.9, S.D.=11.0). For the extraversion scale the mean combined scores is 27.8, S.D.=6.2 (this compared with English norms of 24.9, S.D.=9.7). Findings with the short scale are similarly showing a mean neuroticism score of 7.1 (for English group=6.2 and S.D.3.1) and the E-score of 8.2 (for English group = 8.0 and S.D.2.5). The correlation between N and E for the long scale is $= 0.223$. The reliability coefficient for N=+. 71 and E $= .42$ M.P.I., is the best tool for studying the two dimensions of personality because it gives a comprehensive view of these two dimensions.

7.8.3 ADJUSTMENT

To assess adjustment of college students Adjustment Inventory for college students developed by A. K. P. Sinha and R.P Singh published by National Psychological Corporation, Agra (1987) was used target group of tool is college level students. Split half reliability is 0.94, Test retest reliability is 0.93. Correlation among various areas was 0.22. Product moment coefficient is 0.58. The adjustment inventory has been designed for use with Hindi knowing college students of India. The inventory has 102 items. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of Home, Health, Social, Emotional and Educational.

7.8.4 SOCIOECONOMIC STATUS

Socioeconomic Status was assessed with the help of Socioeconomic Status Scale developed by Hasnain and Shrivastava (2003) in Psychological Department Jamia Milia University, New Delhi. The scale comprised of 13 items which are related with different aspects of Socioeconomic Status like type of family, Educational Status, Professional status, Monthly Income Range, House Type, Items in House, Subscription of News Paper, Number of Outing in a year, Believe in Caste, Religion and Class, Servents in House etc. The total scores are converted in three categories High, Low and Middle Socio economic Status.

7.8.5 ACHIEVEMENT IN EDUCATIONAL PSYCHOLOGY

Achievement in Educational Psychology was assessed with the help of a criterion test developed by the investigator. The Terminal Behaviors were stated and accordingly items were written (Appendix-I). It comprised of 81 questions. Questions were set from three level
of cognitive domain viz knowledge, Understanding and Application. There were 81 questions
was set which are multiple choice questions which was according to terminal behavior of
Educational Psychology: Introduction, Personality, Learning, Adjustment, Exceptional Children etc. One mark was given to each correct answer while zero mark
given to each incorrect answer because there was no negative marking. Thus
maximum marks were 81. Time duration for completing test was one hour.

7.8.6 REACTION OF STUDENTS TOWARDS VIDEO INSTRUCTIONAL MATERIAL

Reaction of Students towards Video Instructional Material was assessed by reaction
scale developed by the investigator (Appendix-II). Reaction Scale used for assessing the
Reaction towards Video Instructional Material of experimental group only. The scale
comprised of 20 statements. There are 10 positive and 10 negative statements. The various
aspects reflects in statements were Language used, clarity of voice, speed of presentation,
proper pause, consistency of delivering the lecture, Duration of lecture, level of
understanding, organization and administration of programme, content quality, quality of
graphics and animation, picture etc. Against each statement five point rating scale was quality
given. The five points were strongly Agree (SA), Agree (A), Undecided (U), Disagree (D)
and strongly Disagree (SDA). The students were asked to read each statement carefully. Out
of the given five alternatives, tick mark (√) was to be put only one alternative for each
statement. In case of positive statement strongly Agree (SA), Agree (A), Undecided (U),
Disagree (D) and strongly Disagree (SDA) were assessed weightages of 5,4,3,2 and 1 while
for negative statements it was 1,2,3,4 and 5 respectively. Thus total score ranges from 20 to
100. The score between 20 and 60 reflects unfavorable Reaction while between 61 to 100
shows favorable Reaction.

7.9.0 PROCEDURE OF DATA COLLECTION

The investigator reviewed Video Instructional Material in other subjects like Video
Material of IGNOU (2007 and 2008), Video Instructional Material Developed by UGC-CEC
New Delhi, Video Instructional Material developed by EMRC DAVV, Indore and Video
Instructional Material developed by School of Education (Sansanwal and Shinde, 2007)
Investigator discussed with subject experts and technical experts for development of Video Instructional Material. Data related to components of Video Instructional Material was collected by investigator. Investigator collected syllabus of B.Ed Educational Psychology from all the universities of Madhya Pradesh, namely, Devi Ahilya Vishwavidyalay, Indore; Vikram University Ujjain; Barkatullah University, Bhopal; Dr. Harising Gaur University, Sagar; Rani Durgavati University Jabalpur; Awadhesh Singh Pratap University Rewa; Bhoj (Open University) Bhopal and Jiwaji Vishwavidyalaya, Gwalior. The common syllabus of Educational Psychology was prepared by the investigator. On the basis of common syllabus Scripts were developed by investigator and it was examined by subject experts. The scripts were also given to 2010-11 B.Ed students to check its content validity. On the basis of approved scripts by subject teachers and feedback of students the one unit try out film were produced. The tryout of film was done. On the basis of reaction of students and experts the film was prepared. Prepared film was edited and was converted into digital mode with the help of non linear editing system.

Investigator had established rapport with students, briefed them about purpose of research and showed them one film on Educational Psychology: Introduction to B.Ed students of School of Education section ‘B’ (2010-11 session). Investigator showed this one unit of Educational Psychology film to section ‘B’ students of School of Education (2010-11) for try out. Investigator was taken feedback from all students (see appendix VI: Suggestions of students and subject expert). On the basis of feedback of students, subject teacher and subject expert film was again formed and shown to same students and their feedback again received by the investigator to confirm that desired modifications had been done.

Five Video films of five units of common B.Ed syllabus were developed by the investigator. The Permission was taken from Head of Department/Principal/Director for conducting experiment / data collection. The treatment was assigned randomly to six intact groups. The two groups were selected as experimental group randomly from six groups.

The Permission was taken from Principle and Head of the department for administering different standardized tests and for treatment through Video Instructional Material in Educational Psychology for B.Ed Students of Madhya Pradesh. Section ‘A’ and section ‘C’ of School of Education (2011-12), Devi Ahilya Vishwavidyalaya, Indore were selected in experimental group randomly. The Treatment was run for 15 Days at the rate 2 hrs per working day. After establishing rapport with students Investigator gave all necessary instructions then students of experimental group were taught by Video Instructional Material
and Traditional Method Group Students by their respective subject teachers with Traditional Lecture Method. The investigator taken some precautions during treatment that treatment was continuing without break and the students were taught in morning periods. No student force to sit in Video class. The treatment was run for fifteen working days at the rate two hours per day. The students were free to discuss and allowed to clear their doubts. The Reaction of experimental group were taken after end of treatment towards Video Instructional Material through Reaction scale developed by investigator i.e. Reaction scale to assess Reaction towards developed video instructional material. Standardized tests were assessed by independent variables like Intelligence, Personality, Socioeconomic Status and Adjustment. The tests were administered by keeping gap of one day between administrations of each test. After completion of treatment the post test i.e. Criterion test in Educational Psychology for B.Ed students of Madhya Pradesh was administered on both groups who were taught by video instructional material and traditional lecture method. After that each test was scored. The procedure for scoring was adopted as per the instructions given in manual of standardized test and decided by investigator for criterion test and reaction scale. The data were Computed & Analyzed by applying suitable statistical technique.

7.10.0 DATA ANALYSIS

The objective wise data analysis was as given below:

1) Correlated t test was used for comparing mean scores of Achievement in Educational Psychology of students belonging to Video Instructional Material Group at pre and post test stages.

2) One way analysis of covariance (ANCOVA) was used for comparing adjusted mean scores of Achievement in Educational Psychology of students belonging to Video Instructional Material Group and Traditional Method Group by considering Pre Achievement in Educational Psychology and intelligence as covariate.

3) 2 X 2 Factorial design ANCOVA was used to study the effect of Treatment, Gender and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology and Intelligence as covariate.

4) 2 X 3 Factorial design ANCOVA was used to study the effect of Treatment, Intelligence and their interactions on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.
5) 2 X 2 Factorial design ANCOVA was used to study effect of Treatment, Medium of Instructions and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

6) 2 X 3 Factorial design ANCOVA was used to study the effect of Treatment, Discipline and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

7) 2 X 4 Factorial design ANCOVA was used to study the effect of Treatment, Caste and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

8) 2 X 2 Factorial design ANCOVA was used to study the effect of Treatment, Marital Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

9) 2 X 3 Factorial design ANCOVA was used to study the effect of Treatment, Personality and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

10) 2 X 3 Factorial design ANCOVA was used to study the effect of Treatment, Adjustment and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

11) 2 X 3 Factorial design ANCOVA was used to study effect of Treatment, Socio Economic Status and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

12) 2 X 2 Factorial designs ANCOVA was used to study to study the effect of Treatment, Residential Background and their interaction on Achievement in Educational Psychology by considering Pre Achievement in Educational Psychology as covariate.

13) Mean, Percentage, Standard deviation and Coefficient of Variation was used to study Reaction of Students belonging to Video Instructional Material Group towards Developed Video Instructional Material in Educational Psychology for B.Ed. students.

7.11.0 FINDINGS

The followings were the findings of the experimental study.
1. Video Instructional Material on Educational Psychology was found to enhance the Achievement of B.Ed students in Educational Psychology.

2. Video Instructional Material method of teaching Educational Psychology was found to be significantly superior to Traditional Method in improving Achievement in Educational Psychology when groups were matched with respect to Pre Achievement in Educational Psychology and Intelligence.

3. The Achievement in Educational Psychology of both Males and females was found to be same extent when Pre Achievement in Educational Psychology and Intelligence were taken as covariates.

4. The Achievement in Educational Psychology of both Males and Females can be improved equally well by using Video Instructional Material when Pre Achievement in Educational Psychology and Intelligence were taken as covariates.

5. Students belonging to High and Average Intelligence were found to superior to students belonging to Low Intelligence students in achievement in Educational Psychology when Pre Achievement in Educational Psychology was considered as covariate.

6. Irrespective of level of Intelligence the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

7. English Medium students and Hindi Medium students were found to have achievement in Educational Psychology to the same extent when Pre Achievement in Educational Psychology was taken as covariate.

8. Video Instructional Material can be used to teach Educational Psychology irrespective of Medium of Instructions of students when Pre Achievement in Educational Psychology was taken as covariate.

9. Students belonging to Science were found to superior to students belonging to Arts in achievement in Educational Psychology while students belonging to two pairs that are Commerce-Science and Commerce-Arts were found same extent of achievement in Educational Psychology when Pre Achievement in Educational Psychology was considered as covariate.

10. Video Instructional Material can be used to teach Educational Psychology irrespective of Discipline of students when Pre Achievement in Educational Psychology was taken as covariate.
11. Achievement in Educational Psychology of students belonging to OBC Group was found to be superior to ST Group when groups were matched with respect to Pre Achievement in Educational Psychology while achievement in Educational Psychology of students belonging to five pairs namely General and OBC, General and SC, General and ST, OBC and SC, SC and ST was found to be of same extent in achievement of Educational Psychology when groups were matched with respect to Pre Achievement in Educational Psychology.

12. Irrespective of Caste the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

13. The Achievement in Educational Psychology of both Married and Non Married was found to be of same extent when Pre Achievement in Educational Psychology was taken as covariates.

14. Irrespective of Marital Status the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

15. The Achievement in Educational Psychology of three Groups of Personality namely, Extrovert, Introvert and Ambivert was found to be of same extent when Pre Achievement in Educational Psychology was taken as covariates.

16. Irrespective of three level of Personality the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

17. The Achievement in Educational Psychology of three Groups of Adjustment, namely, High, Medium and Low was found to be of same extent when Pre Achievement in Educational Psychology was taken as covariates.

18. Irrespective of three level of Adjustment the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

19. High SES Group was found to be superior to Medium and Low SES Group in Achievement of Educational Psychology when groups were matched with respect to Pre Achievement in Educational Psychology while Medium SES and Low SES Group was
found to be achievement in Educational Psychology of same extent when groups were matched with respect to Pre Achievement in Educational Psychology.

20. Irrespective of three level of Socio Economic Status the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

21. Achievement in Educational Psychology of students belonging to Urban Group was found to be superior to Rural Group when groups were matched with respect to Pre Achievement in Educational Psychology.

22. Irrespective of Residential Background the Achievement in Educational Psychology of students can be improved equally well by using Video Instructional Material when groups were matched with respect to pre-Achievement in Educational Psychology as covariate.

23. The students of Video Instructional Material Group expressed favorable Reaction towards different aspects of Video Instructional Material and Video Instructional Material on the whole.

7.12.0 IMPLICATIONS

The present study revealed that the Video Instructional Material on Educational Psychology was found to enhance the understanding of Educational Psychology of B.Ed students irrespective of their Gender, Level of Intelligence, Medium of Instructions, Discipline, Caste, Marital Status, Personality, Adjustment, Socio Economic Status and Residential Background, Thus, this study has implications for Students, Teachers, Principals, Parents, Educational Planners, Curriculum Developers, Distance and open learning students, Book writers and Researchers.

7.12.1 Students

At B.Ed and M.Ed level, Educational Psychology is a compulsory subject. Many times students could not score high marks in Educational Psychology due to scarcity of quality books in Hindi medium and quality teachers in their institute. The Video Instructional Material on Educational Psychology is in Hindi medium and the technical words and definitions were given in Hindi and English both medium. In it lots of examples were given from daily life. The students can see Video films many times and they can also get freedom to stop film at any point where they wants. It requires use of many senses. The
students can use this material at their own pace at any place and time they like, thus, The Video Instructional Material on Educational Psychology can be very useful for students. Video Instructional Material can be used as self instructional material to study educational psychology. Students can also learn even in absence of teacher. Students can see many times the film by their own speed.

7.12.4 Teachers

Video instructional material was effective in teaching educational psychology thus teachers can use Video Instructional Material on Educational Psychology to teach B.Ed students. Teachers can also use Video Instructional Material along with classroom teaching. It is a fact that the expansion of Teacher Education in India is unplanned. In the past few years large number of colleges of Teacher Education has come up in all the states. In most of these private educational colleges faculty staff is incomplete in real condition. There is scarcity of Teacher Educators at B.Ed as well as M.Ed level. In many colleges books and other instructional material on Educational Psychology is not available. The teachers can use this material at their own pace as many times as they like and they can go a long way in improving the quality of Educational Psychology teaching. Video instructional material can be used for training of teacher trainees.

7.12.5 Principals

Principals may make availability of Video Instructional Material on Educational Psychology to B.Ed students of their college. Principals play an important role in total quality management instructions as well as administrations. They are responsible for developing infrastructure required for quality teaching and learning. The Principal should develop a resource centre in their college in which Video Instructional Material on Educational Psychology may keep for teacher as well as students. Not only this but he or she should also see that it is being used by teacher and students. Principals can use video instruction in providing training to teacher trainees and also in engaging class in absence of teacher.

7.12.6 Parents

Parents are supposed to provide books and other study material to their child for study. Many times it was found that students do not get good marks because the understanding of basic concepts is too weak. This is usually due to unavailability of quality
books and quality teachers. Parents should vigilant in selecting quality study material for their child. Parents should select Video Instructional Material for their child to improve achievement in Educational Psychology.

7.12.7 Educational Planners

Video Instructional Material on Educational Psychology was found effective in terms of Achievement and Reaction of students towards it, hence, Members of Planning Commission, Department of Higher Education, University Grants Commission, Consortium for Educational Communication, National Council for Teacher Education and different universities should make systematic planning for development and use of Video Instructional Material in different subjects. The planning agencies should also provide funds for development of quality Video Instructional Material in different subjects. Developed Video Instructional Material can be uploaded on website so that large number of students can use it. Then only ‘Learning at Doorstep’ and ‘Reaching to the Unreached’ will become possible.

7.12.8 Curriculum Developers

Video Instructional Material should be made a part of curriculum. Along with books and other study material curriculum developers may develop Video Instructional Material and may keep it in curriculum. Video Instructional Material was found effective in enhancing achievement of student. Hence when it will be kept in curriculum; student’s achievement will be definitely improved.

7.12.9 Distance and Open Learning Universities

In open universities student learn with the help of instructional material provided by the university. Many times students found difficulties in studying with this material. Video Instructional Material should be used with this material to enhance comprehension and achievement of students. Video Instructional Material can also be making available to students with the help of internet and educational television.

7.12.10 Researchers

Researchers should develop Video Instructional Material on other subjects and should also study its effectiveness. Researchers can also develop and study effectiveness of Video Instructional Material for Higher Secondary, Secondary, Primary and Pre Primary students. Researchers can develop Video Instructional Material with modern 3D effects and
animations. Interactive Video Instructional can also be developed by researchers and its effectiveness may be study.

REFERENCES (ENGLISH)


lanÓZ (HINDI)

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Websites

