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Audio-Visual Aids & The Secondary School Teaching

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Audio-Visual Aids & the Secondary School Teaching

Dr. Shri Krishna Mishra ^α & Professor Badri Yadav ^ο

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I. INTRODUCTION

The Knowledge pursued by the secondary schools based on nice subtleties of discussions, fine distinctions, plays upon words, quibbles etc. have proved to be a miserable failure for any practical purpose. The sole object was to sharpen the intellect with useless and spurious knowledge. Their metaphysics were cobwebs fine to look at, but unsubstantial and barren of any good results, there by defeating the very purpose of acquiring knowledge-the utility.

Guided by this utilitarian aspect of knowledge, unending efforts have been made by the national government to reshape the entire educational system throughout the country by establishing a strong link between the acquisition of knowledge on one hand and the life situations on the other. The efforts of various commission and committees attest the stated fact. The greatest obstacle faced in this connection was to make teaching directly related to life and thus meaningful. It was observed that in today's complex structure of society it is not at all possible to place the learners in the real situations to get direct experience, linking life situations in the trust form. A practical and workable

suggestion in the form A / V aids was accepted to be the only solution for providing direct life-like experience in on outside the classroom. This indirect media of communicating real experiences to the learner found favor with every one interested in the re-construction of the educational edifice. Today A / V aids are known as widely acknowledged helpful adjuncts to education and find an extensive application throughout the world. Teaching today is made real, lifelike and meaning full by the extensive use of modern A / V aids e.g. films, charts, maps, models and tape-recordings etc.

The entire field of education beginning from the primary stage upto the university level employs the use of A / V aids in teaching.

The extensive application of A / V aids, which employs the direct use of more than one senses at a time leads to a better understanding, formation of clear concepts and permanent learning. Its use and utility in teaching all the secondary subjects right from language to science, today is well acknowledged in all the educational quarters.

II. AUDIO-VISUAL EDUCATION & ITS HERITAGE

In western progressive countries like U.K., U.S.A. and U.S.S.B. the use of A / V aids in teaching is not a fashion but is a matter belief and actual practice. That to say of ordinary visual aids e.g. charts. Graphs, map, models, etc. they are using films film-strips, epidiascope, tape-recorder, radio and television to make education valuable and worthwhile.

In our own country the technique of A / V education is as old as our history and culture. We can also share the pride of using modern scientific methods, of course in disguise, during the period of great ashoka and Chandra Gupta Mourya, or even before when people of west were nothing more than barbarians. Planned education trips were a common feature with the Gurus of ancient india. Guru Kumargiri sent his disciple shwetank to the notoriously popular dancer of her times-chitrallekha – to study the difference between virtue and vice thereby employing the medium of direct experience, popularly known today as planned educational trip. The teaching techniques adopted at Nalanda and Takshshila stand at a quite high level. A discussion, dramatization and the use of clay models, was a usual feature, and as a result of it the students

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after completing their studies faced no difficulty in adjusting themselves in the society.

Jatak kathas and panchantra stories are again giving examples on vivid narration used by our ancestors, with out-standing advantages. The use of ground floor, bark of trees and the black-board was also in full swing throughout the ages. As such for us audio-visual aids. Are not entirely novel in origin, but only in the development and to the extent they are used elsewhere.

To find suitable application of A/V aids in secondary school teaching, it becomes essential to review the existing education pattern with its drawbacks and limitations together with the need of change.

III. PROBLEMS CONFRONTING PRESENT EDUCATIONAL PATTERN PARTICULARLY AT THE SECONDARY LEVEL

Present educational system is condemned very severely by a vast majority of the people interested in the remodeling of the education pattern. The following are the major drawbacks receiving a tooth and nail criticism.

So far the reading of books, mugging up of classmates and lectures and passing the examination has been considered to be the sole objective of education. Teachers over emphasized the value of books and confined all knowledge within bound pages.

Regarding curriculum the state of affairs has been all the more disappointing. Study of a good many number of subjects had the main purpose of leading to scrappy, disintegrated, unassimilated knowledge and that too through dull and life-less teaching making class teaching making class rooms appear as a gathering of inattentive, uninterested, passive learners. All the intellectual traffic used to pass round the student and he stood a witness to the passing motion and never the less for concepts. This dull teaching has created less of interest in the students, crushing altogether their originality of thought and action, and serves to be the root cause of the increasing problems of indiscipline in the schools. The active portion is completely controlled by the teacher himself leaving only passive listening for the students. This way reality, life-situation, clarity and direct experience etc. are all murdered ruthlessly by the teacher unknowingly. Present teaching largely unknowingly. Present teaching largely employs abstract thinking or superfluous imagination resulting in confused thoughts and notions at times. The description of the hanging gardens of Bombay by a teacher could create only a blurred impression and never an exact conception of the hanging gardens as it requires a means of initiative drive and imagination to teach such and other matters in relation to the limited experience of the pupils and develop opportunities of education out of concrete situations of every day life.

The state of affairs is alarming and hence the necessity of a change has become quite pressing since the dawn of independence. Our wise leaders selected the path of democracy for the nation and gave us a constitution which is a matter of pride for all of us. But to be worthy of it may have to be crossed and the needs of the democratic India are to be satisfied. The major burden lies on the system of education, because that alone can help building a sound democratic structure based on a firm footing.

Citizenship and its proper realization is the backbone of a democratic structure. It can only be achieved by developing the capacity of clear thinking and a receptivity to new ideas. A scientific attitude of enquiry attitude of enquiry and investigation is to be created, so that the individual may think objectively and base his conclusions on tested data. He must have an open mind always, receptive to new ideas, and must be vigilant about his rights and duties alike. Education must aim at all round development of the individual's personality and in improving his productive efficiency he relies on making himself useful for himself and the society which he belongs. This all can be done through a sound educational system alone.

IV. NEED OF A SOUND EDUCATIONAL SYSTEM

The first and foremost consideration in any reconstruction of education in India today should be the training for independent thinking and chalking out the lines of action which ultimately form the very basis of democracy and it can only flourish through the development of clear thinking and the receptivity of new ideas accompanied with a clarity in speech. Education for the success of democracy must cater to the individual's psychological, social, emotional and practical needs. The basic ideas of discipline, cooperation, social sensitive mess and tolerance which ultimately form the essential counter parts of the democratic structure are to be formed by a well integrated system of education. Leadership another great factor responsible for its success once again is the responsibility of education. To sum up the burden of making democracy successful in this great country largely depends on the system of education employing teaching techniques suited to create the desired attitudes and habits or in the words of Shri K.G. Saiyidain transformation of schools into social communities where healthy normal motives and methods of group work are in operation and children have an opportunity of learning by doing of gaining meaningful social experiences and thereby being trained in the supreme art of living. How to train the pupils in this supreme art of living is a puzzling problem.

V. ANSWER TO THE PROBLEM

The felt needs of democracy can only be catered by employing modern dynamic methods of teaching. Teaching must be made real effective and linked with life situations and the association of teaching with actual life must linked with life situations and the association of teaching with actual life must bear distinct relationship. All the efforts should be directed to form clear concepts in place of abstract thinking. The classroom should be turned into laboratory for active work while teaching should become bipolar process thereby sharing active with the students as well ensuring interest and motivation which are so essential for a purposeful learning.

Direct experience if provided in the classroom itself, real learning can take place leading to encouraging results. Such social experiences gained this way shall enable the students to develop the art living so badly needed.

VI. THE GOLDEN WAY TO TURN THE DRAM INTO REALITY

The shortest route to provide direct experiences clarity of thought interest and activity all at one and the same time, is the extensive use of A/V aids in teaching. "Seeing and hearing looking and learning are major ways by which human being learn. Many media have been developed and are widely used-----the A/V aids are powerful testimony of mankind's desire to learn and to learn well."

A/V aids provide opportunity to understand the things in their true form original color and appearance which otherwise is never possible. Their novelty attracts attention objectivity lessens narration and vividness leads to clarity of thoughts. In the complex structure of today's society its not possible to provide opportunity for direct experience all the time and hence A/V aids can ease the situation. It is quite difficult to personally experience the life led by the people of Siberia but the life-like experience can e brought home very easily though a movie film, pictures of eye witness radio accounts which otherwise would have been quite impossible.

The evils of present system of education that is verbalism loss of interest, absence of activity etc. all can be at least minimized of not removed entirely. This belief is raining momentum everyday throughout the country.

VII. AUDIO-VISUAL AIDS AN FIT WELL IN

- Traditional system (from primary stage to higher secondary)
- Basic system of education
- Project method kindergarten Montessori etc.

Traditional system of education employing lecture method of teaching is being criticized in every

quarter by every one in the field of education today. It has become the fashion of the day to condemn the entire educational system without pausing to think that such sweeping condemnation duos more harm than good. No doubt the lecture method has proved to be of no avail and the substitution of the dynamic methods of teaching in its place is he slogan of the day. Yet the anticipate change needs some time and what is to be done till then is head aching problem. The solution lies in the introduction of suitable A/V aids. Narration can be made more meaningful and rich and purposive by their use. The life less teaching can easily become full of life by merely using proper teaching aids at proper occasions. The same out of date lecture method can prove to be effective and useful till it is completely replaced by entirely new techniques of teaching by using A/V aids. Whatever the method of teaching might be the utility of proper teaching aids at proper stage can never diminish. Perceptual experiences leading to a clear understanding "ill always lend the teaching techniques and that is possible with proper teaching aids.

Basic system of education which has been adopted the government of india to be the national pattern of education and the fast changing number of traditional schools into basic leaves no merging for nay doubt. The direct method of teaching has been attached much importance to under basic system. The method of teaching and approach to the subject differs widely from those of common and popular educational system. Under the basic system no subject is taught as an exclusive and separate unit but it is taught by making the centre such developed activity as might be correlated to other subject. The teachers therefore make a plan of all those closely correlated subjects and thus an indissoluble link established among the life knowledge and activity.

A/V aids if used properly and in an organized way will decidedly make the correlation real and effective and the link thus established between life knowledge and activity will be quite natural and understandable. It is only due to thin reason that the use of A/V aids is paining ground rapidly in the basic system of education. The field of activity is best covered by preparing teacher- student make aids. Both ends arte served simultaneously the teaching aids are prepared as well as the activity purpose is also fulfilled.

The greatest advantage of A/V aids lies in the fact the they can be used with equal efficiency and utility right from the primary stage upto university level even with slight changes of course in the selection of the learners but their value remains unchanged throughout. At primary level the aids work marvelously well due to the limited experience of the children and they develop and enrich them in an interesting manner. At the

secondary level their utility has been already discussed. Their planned use provides them rare experience in the natural form which otherwise would not have been possible. At the university stage also the use of A/V aids like films film strips tape recorder epidiascope etc. has found treat favor and ae used to bring home the experiences of distant people in the sphere of science and arts. Difficult ideas are presented through A/V aids in most simple interesting manner.

This is not all A/V aids due to their inherent novelty, utility and interest capturing capacity find a very wide use in modern methods of teaching like project Montessori and kindergarten etc. their extensive use in most interesting and well planned manner have made them realistic perfectly psychological and most effective. The wide use of warios apparatus instruments coloured blocks patterns and illustrative pictures etc. in the Montessori and kindergarten systems systems of education confirm the great use fullness of A/V aids and leave no trace for any doubt.

VIII. PERSONS FOR SELECTING NATURAL SCIENCES MATHEMATICS AND SOCIAL STUDEIS AS SPECIAL SUBJECTS FOR STUDY

At the secondary stage the study of natural sciences is receiving and increasing emphasis day by day. The browning number of the students offering science group at high of higher secondary stage, and inclusion of general science as a compulsory subject of study justifies its great significance. Perhaps it is due to the impact of technological development taking place in the country and an ever increasing demand of skilled workers for feeding the various industries running or in making all over the country. Obviously such an important subject like science must receive the immediate attention of those entrusted with responsibility of teaching the subject at different levels. In the name of this responsibility an effort is made through this study to trace the possibilities of using A/V aids in teaching science at the secondary level to make the teaching real purposive and useful. The importance of natural science have also been realized by the medallion commission in the following words: "An understanding and appreciation of the fundamental principles of the natural and physical science is essential to effective living in the world of today."

The well planned use of A/V aids can provide a clear understanding through creatural experiences leading to effective living so much stressed by the secondary education commission. Therefore to explore the possibilities of enriching teaching techniques in the field of natural sciences through A/V aids is a felt need and deserves top priority.

The study of mathematics forms the very foundation of learning due to its extensive application in actual life. It serves as a feeder and an unavoidable

asset for the study of all natural and social sciences. Its firect relation with has provide it a firm footing in the form of a compulsory subject of study at the secondary level. Its utility in real life situations is so great and well acknowledged that it needs no further explanation. Such acknowledged and important subject has been made a head aching problem for a considerable majority of students. The responsibility for making is dry as dust lied on the teachers and their out dated teaching methods. The greatest handicap is caused by the extensive application of abstract thinking and its dissociation with situations is to be very clearly emphasized to make mathematics teaching interesting real and worthwhile. The use of A/V aids can certainly remove handles. Its complexity abstract thinking and toughness can be much minimized by the introduction of suitable aids. That these aids can be and to what extent they can be used is problem which needs a careful study and a deeper insight.

Coming to social studies its importance in today's life is a well know fact. To preserve our infant democracy to make the future pillars of the nation strong and worthy of the great heritage it is extremely essential to build not only a sense of national patriotism, but a keen and lively sense of one world and love for humanity at large.

These ideas are to be fused in the actual behavior of the students and this can only happen when the study of social studies is made to be the study of every day life routine. Rich meaningful and vast experiences alone can set the ball rolling. Civics efficiency the soul of democracy can only be housed in the hearts of every individual by enriching his experiences thereby providing him a direct opportunity to learn. This all is never possible through narration technique alone and hence the change is a pressing need.

A/V aids if properly planned well organized and carefully used can work well with highest possible efficiency in enriching the experiences of the learners to a considerable extend. Experiences of foreign lands and people can easily be associated with our own and used with advantage.

How this great advantage of bringing valuable experiences into the class room itself is to be availed in the light of our present resources needs a thought investigation of the available A/V aids their utility and adaptability in making teaching effective.

IX. NATURE OF AUDIO-VISUAL INSTRUCTIONS

In the words of audio visual instructions simply mean the presentation of knowledge to be gained through the seeing experience whereas according to Roberta visual education is a method of imparting information which is based upon the psychological

principle that the one has a better conception of the thing he sees than of the thing he reads about or hears or discusses.

Audio aids include never devices sound films radio programmes tape recorder, phonograph records etc. but every word spoken by the teacher in an educational setting falls in the preview of audio instruction.

X. WHAT AUDIO VISUAL INSTRUCTION MEAND?

Audio visual instruction simply means a supplementary device for waking learning objective real and effective. Experiences provide with the help of audio visual aids are generally interesting full of life and provide a clear vision leading to perfect understand ability and adaptability in life. Audio visual aids are not self contained teaching devices. They are not in the field of learning to replace anything books teachers of audio visual aids can be found only when the separate entity is completely of audio visual aids can be found only then their separate is completely merged and they join hands with the existing techniques. They are good only because thy make the learning. They are important because they make experiences important by attaching importance to their nature existence and further use. They contribute towards clear consenting better understanding and permanent learning.

Te general criticism launched against the use of audio visual aids is that they provide entertainment at the cost of discipline. It may be true in the case of motion pictures dramatic and trines all of cheap quality unplanned and aimless the effect of them will certainly be disappointing the cause of disappointment is not he aid itself but the lack of proper planning use and the aim.

Audio visual aids are not designed to amuse the learner but to create and increase the interest to provide a learning atmosphere by using the two treat senses of sight and hearing more difficult and distasteful work is the more education is now an outdated along an and can no longer be preserved behind the iron curtain of discipline.

XI. AUDIO VISUAL INSTRUCTIONS & THEIR HERITAGE

Audio visual aids audio visual techniques audio visual education, audio visual instructions etc. There names are certainly of recent origin and appear quite new in form. But in fact they are as old as the primitive man in reality. Our ancestor used gestures signs. Symbols, facial expressions stone pieces piece of ground tree leaves and thrones for conveying their thought which was in reality nothing else but the blending of audio & visual techniques in the crude form. Ancient india presents a number of examples where

stones were used by the Aryans in conveying some message or indicating the anticipated danger. This covered the visual part and the other audio one was in the form of verbal expressions. Later on during Ashoka's reign pillars with inscribed moral teaching are living monuments of visual instructions and the roaring announcements made at the beating of drums provide it the audio touch of today. Things were present but not in the present form. With the advancement of knowledge the aids developed. From ground slate to the bark of the trees and then came black board the eldest aid know and extensively used in the field of learning even today. Traits were taught through observation and imitation. Later came pictures puppets sculptures stained glass representations and paintings etc. real object were used to an extent of availability. Planned trips were also in vogue long-long back in Greek schools. Erasmus, Benjamin Franklin & many other great tinkers' leaders and educationists recommended planned education trips along with other aids. In our country also goring examples of the use of planned educational trips are available during maurya perked 325 B.C. where Gurus adopted the technique of planned trips in order to explain difficult of the magic lantern opened a new chapter in the history of audio-visual aids in 1946 which can rightly claim to be the predecessor of several types of modern audio visual apparatus with the advancement of scientific knowledge aids developed multiplied and gained and unquestionable status in the field of learning.

XII. WHY WE SHOULD USE AUDIO VISUAL MATERIAL IN THE FIELD OF LEARNING AT ALL?

Doing of distasteful tasks mechanically in the name of discipline and hard work had been a recognized principle in the field of education in our country. So much so that the help of the rod was always sought for the proper development of the child. The saying spare the rod and spoil the child dominated learning for the past many years. The question of liking and interest seems to have never arisen at all. The parents and teachers all together poured all the desirable knowledge in the disguise of best judges with out caring the least for liking. Liking and interest remain their sole monopoly and their decision regarding the nature of work was all final whether liked or disliked by the child was immaterial. The fading traces of this tendency exist even today in minor forms.

With the advancement of knowledge labour of great thinkers and psychological investigation the place of inters has now been recognized fully in the field of learning. With the efforts of Johan Dewey and his interpreter's education entered a new era the slogan of which I.E. discover and capitalize child interests. This great idea found fullest expression in the changing

system of education in our country and revolutionized the entire educational organization materials and techniques.

Basic system the accepted pattern of education embraces the factor of liking and interest in its most true sense. Inclusion of a wide range of local crafts which form the core of all knowledge in the degree of intensity of interests.

XIII. NEWER CONCEPT OF MOTIVATION

Motivation literally means to move and is considered to be of two kinds extrinsic and intrinsic.

Formerly motivation was largely extrinsic both negative and positive. In the negative form the child was forced to do a certain number of things through punishment of fear without caring for his distaste and lack of interest. The result was the creation of the getting by attitude in the students. Learning the forced proud of no avail and the results were barren.

In the positive type of extrinsic motivation the child was encouraged to do school work with the temptation of prizes privileges marks and honors. This led to the division of attention between the task and the awards and threw the task in the background. Motivation certainly exists but is always directed towards the award and the importance of the problem or the task is reduced too much.

Hartshorne states in this connection. "there is increasing dissatisfaction with the toward system and less and less dependence upon it for motivation of activities-----beads and coups and merit badge dear as they are to the heart of a child are hardly a substantial foundation for motivation of life's purposes and when a leader deliberately cultivated dependence upon such external award even though they have o intrinsic value he helps to establish those self sleeping motives which grow at the vitals of our social order.

XIV. INTRINSIC MOTIVATION

Psychology of learning brought the doctrine of interest into lime light and established that the child has got vital inherent interests and the education must discover and develop and use them for beneficial ends. To meet this end modern education provides happy cheerful and pleasant atmosphere in the school in a dignified way and on a high plane. School buildings curricular and extra curricular activities are planned today to keep the interest of pupils not only alive but accelerated and to suit the varying interests of the children. Methods materials and techniques are useful and natural rather than academic and artificial. The belief today is that a worthy motive is an inducer and incite or an impeller and is always based on interest. Curiosity is the mother of all knowledge and serves as great stimulus to an immense amount of what otherwise be drudgery.

Audio visual aids provide intrinsic motivation to a great extent. Their novelty simplicity and objectivity attract the pupils too much and their curiosity to know more and more is thousand times magnified. They derive pleasure in understanding them and their importance. This sharp diverse from the traditional verbal instructions provide a lot of freedom to the pupils and makes learning interesting.

XV. WHAT RADIO CAN DO?

1. Radio can bring carefully planned teaching experiences into any class room equipped with a receiver.
2. Radio can bring outstanding demonstration features and other planned programmed in the class room.
3. Presents programmed preserving novelty and interest ensuring attention of the listeners.
4. A well planned radio program can be very effectively used by the teacher for making his lesson purposeful.
5. Radio can bring outstanding demonstrators teachers and other experts into the class room.
6. Radio programmed is not only a listening actively but at times can invite active participation of the listeners as well depending of course on the capacity of the teacher.

In western countries today radio become an essential part of the educational system. It's frequent but well planned use is gaining momentum every moment with the river increasing favor of the educations.

"In U.S.A. radio has created a nation of listeners. Twenty states have organized state wide educational broad casting activities and learning experiences in conversation are music creative dramatics and citizenship reach listeners in almost 4,000 community and rural schools. More that 450,000 children listen and learn them create and study in response to radio listening activities."

In United Kingdom 98% of the schools are equipped with radio and their regular daily programmers for all of them. There is separate organizing body known as school broadcasting council for the U.K. formed by the B.B.C. in 1947. The council guided B.B.C. in the previsions of broadcast programmed for schools in the U.K. the council is assisted by five sub committees responsible for education broadcast programmed for different age groups. BBC has got a separate department under the name the school broadcasting department which is responsible for translation the wishes of the council into broadcasting.

XVI. OUT STANDING VISUAL AIDS

1. Flat maps.
2. Chalk board-glass black board-magnetic black board-bulletin board-tack board-display board
3. Sketches and drawings.

4. Cartoons
5. Comic strips
6. Diagrams
7. Charts
8. Graphs
9. Models
10. Serigraphy
11. Museums

Out of these magnetic black board serigraphy bulletin board and the

Tack board need a brief introduction as their use is not very common today. Other visual aids are already in the field and hence their description will certainly be out of place.

a) *Magnetic Black Board*

The most elastic and practical varieties of mobiles pictures are the flannel graph and the magnetic black board. The principle in both the cases in that moveable objects are made to adhere temporarily to a background.

Magnetic black board is a board made of thin steel sheet painted black and the illustrative material is fixed to a small half Danny shape magnets which stick to the back ground and the purpose of the illustration is best served. This type of black board makes the points more clear and illustrates exactly the point no more and no less.

b) *Serigraphy*

Known as mitography of silk screen printing display posters can easily be produced with an expenditure of few annals only. Its earliest prototype is the Japanese method of stencil making. Only a well organized stencil is require which can easily be prepared with the help of an art teacher and can be used with great advantage in preparing charts posters maps and graphs. By this techniques even a teacher not knowing art also prepare aids and help improving his teaching technique himself.

The tack board (bulletin board, wall display or study display) is a device for displaying to the learner's graphic photographic or other study materials.

XVII. DRAMATISATION

Adopting this medium difficult knowledge can be imported in a most welcome manner and quite easy form. It finds particular use in the teaching of social studies. Dramas based on historical events, social and civic problems etc. can be staged with advantage. Besides the problem considered it pays much in improving the speech action and the attitude of the students. Indirectly they learn many more things in one single activity. Organization, discipline and control are automatically taught. Dramatization finds an extensive use in teaching the languages.

XVIII. PUPPETRY

In our country its nothing novel -KATH-PUTLI-KA-KHEL- which was once very common in India is still in vogue in many states like Rajasthan. But mostly it is used for more entertainment. If can serve education ends to its best stories and plays can very well be depicted with this medium in most interesting way and in easily understandable form. Our old Kath-Putli payers put historical events in the most realistic form and interesting manner even today, which is perfectly educational. If these talents is harnessed and used in the field of education much can be achieved particularly in the rural schools.

XIX. EXPERIMENTAL DESIGN

Verbalism is the bane of education audio visual aids are an antidote to this hoary malady verbalism. Every one today says it believes it yet it needs scientific basis in the form of experimental results to consolidate Facts. Under the existing circumstances. This broad day light truth of the great utility of audio visual aids in the field of education is also criticized by many educational thinkers behind the shield of local circumstances situations and the resources of the country. As such a scientific footing through actual experiment has been conducted in order to compare the two methods of teaching i.e. traditional or lecture method and the teaching through audio visual aids in the sphere of social studies.

For this purposes shrikanwartara public higher secondary school mandleshwar. Was selected with two sections a and b of class vii consisting of twenty and seventeen students respectively.

As regards psychological factors like age intelligence quotient (I.A.) social status the opinion of the class teacher and the headmaster was sought together with the marked obtained by the students at their last annual examination i.e. of class VII in social studies.

All the information thus gathered proved that poth the sections contained a homogeneous well balanced mixed group of students and corroborated the fact laid by the headmaster that the sections were divided on the basis of admissions only and not according to the intelligence. The marks obtained by the students in social studies at the last annual examination are as follows:

Name of the schools:		Shrikanwartara Public H.Sec. School		Manleshwar	
Class-VII					
Annual Examination 2012			Subject- Social studies		
Section "A"		Max. Marks 100		Section "B"	
S.No.	Roll No.	Marks obtained	S.No.	Roll No.	Marks obtained
1	1	52	1	1	40
2	2	54	2	2	45
3	3	48	3	3	43
4	4	42	4	4	33
5	5	36	5	5	35
6	6	33	6	6	55
7	7	41	7	7	42
8	8	60	8	8	44
9	9	56	9	9	52
10	10	40	10	10	56
11	11	38	11	11	54
12	12	40	12	12	47
13	13	35	13	13	33
14	14	41	14	14	25
15	15	37	15	15	23
16	16	39	16	16	36
17	17	34	17	17	20
18	18	39			
19	19	35			
20	20	40			

The above scores clearly show that in both the sections intelligent average and dull students have evenly been distributed and as such both the sections stand at a common level and represent a perfectly homogenous group.

A lesson on the topic mandu fort selected from the Madhya Pradesh education department social studies syllabus for VI, VII and the VIII classes under the head-historical information of M.P. was planned covering all the detailed information regarding the builder the buildings religious background historical importance etc. the lesson was taught in the section A with the help of the following audio visual aids on January 2011.

Aids used in class VII "A" (taught through A/V aids):

1. 16 m film-mandu the city of joy C.L no: 722 DFI, hindi, 26 mins, borrowed from the central film library, delhi.
2. picture-
 - a. jahaz mahal
 - b. baz bahadur,s palace
 - c. roommati's palace
3. maps-

<ol style="list-style-type: none"> a. map of india b. map of M.P. 	}	for location purposes.
---	---	---------------------------
4. route charts:
From mandleshwar to mandu fort
5. Model (clay):

6. II Lustration sketches:
 - a. Hushangshah ka maqbara
 - b. Hindola mahal
 - c. Baz bahadur ka mahal
 - d. Hoommate palace
7. Black board:
With coloured chalks.

In the beginning only the historical background locatin, importance, impact of religions and the beauty of art and sculpture regarding mandu fort was introduced in the class in not shell. Then the students were made familiar with the film its contents and the right learning attitude ripe with anxiousness was developed by the teacher through timely instructions for viewing the film. Soon after the film show was arranged and the students delightfully enjo9yed it. With the selected references from the film the direct association was established and the other aids I.E. charts, maps, models etc. helped to visualize the past experience and also provided sufficient incentive to the students to continue interest. Well disciplined class, display interested students and the activity atmosphere was an outstanding feature deserving recognition.

The same lesson was taught with the same preparation and equal efficiency in the other section section I.E. section 'B' but without using any other aid except black board.

XX. CONSTRUCTION OF THE ACHIEVEMENT TEST

An achievement test was devised on modern educational lines on the lesson taught. This test was prepared keeping into consideration the standard of the class the prevalent system of examination and their close association with the students and the balance with the new type of tests was kept by including fifty percent questions on the old essay type questions. The total score of thirty marks was equally divided between the two types. This dual system was adopted only to provide a favorable situation for the students and to minimize their difficulties while facing altogether novel circumstances. The test thus aimed at finding out the level of understanding in a homely atmosphere mixed with novelties. A copy of the test is given in appendix No. C

XXI. ADMINISTERING THE TEST

The test contained nine questions in all out of which only three were of traditional type. Half an hour's time was given for completion.

Before the actual conduction of the test necessary instructions regarding the nature of the questions and the way to give answers were given to the students in both the section separately. The test was conducted and the marks scored by the students of both the sections are as follows.

Roll No.	Maximum marks 30	
	Marks obtained	
	Section 'A'	Section 'B'
1	18	3
2	20	6
3	18	8
4	19	6
5	19	4
6	20	8
7	18	13
8	19	2
9	22	12
10	18	11
11	19	13
12	19	1
13	19	8
14	18	10
15	20	8
16	22	5
17	21	15
18	17	
19	21	
20	15	

The results thus obtained have been graphically represented on the touching page. RED CURVE represents scores of the section 'A' while Blue curve is for the section 'B'.

The lowest limit for the section 'A' is 15 which happens to be the highest limit for section 'B' in section 'B' the lowest limit as indicated is only 1 and the scores range between 1 and 15 while in section 'A' the range clearly lies between 15 and 22. The bar graph representation clearly brings out the difference of scores (figure no.5)

The most interesting point in the test was about first question which was for ten marks and included ten pointed questions with a definite reply as shown in appendix C. this question was attempted by every student of both the section and the individual scores run as shown under.

Roll No.	Section 'A'	Section 'B'
1	10	0
2	8	3
3	8	3
4	8	1
5	8	3
6	9	5
7	9	5
8	9	1
9	10	4
10	8	4
11	9	5
12	9	1
13	10	3
14	10	6
15	10	1
16	9	3
17	10	9
18	9	
19	9	
20	10	

This question shows that out of twenty students of section 'A' seven scored cent per cent marks and the lowest score was eight while in section 'B' the range is between zero and nine only and the majority of the students are found at three.

XXII. TEACHERS REACTIONS TO THE EXPERIMENT

The comparison of the scores of both the sections as shown in the graphic illustration goes to establish very clearly that the level of understanding was better in the first section I.E. section 'A' where audio visual aids were utilized to their best. More marks obtained by a large number of the student go to prove understanding within the reach of every individual. The great amount of interest raised enthusiasm eagerness and curiosity to learn minimizing the diversion of attention and eliminating the problems of discipline altogether.

Audio visual aids stimulate interest motivate prepare students for real understanding thus facilitating learning in the true sense. They serve well for all the students' good average and poor and help them to progress steadily. Thought audio visual aids the experiences which otherwise are completely denied can be easily brought in the class room itself and a realistic touch can be given to the subject matter very easily.

XXIII. CONCLUSION

In this complex society of today where experiences are innumerable and varied it is not at all possible to present every situation in its original colors hence the opportunities for learning by actual experiences always are not at all possible. It is only through the use of proper audio visual aids that the life situation can be trough in the class room by an enlightened teacher in their simplest form and representing the original to the highest point of similarity which is totally absent in the verbal or lecture method. In the presence of audio aids the attention is attracted interest roused and suitable atmosphere for proper

understanding is automatically created, but in the existing traditional method greater efforts are to be made in order to achieve the aforesaid essential requisite. Inspire of the best and sincere efforts on the side of the teacher the net effect as regards understanding or learning in general is quite negligible.

The efforts generally go in vain causing many disciplinary problems and loss of understanding as depicted in the cartoon illustration on page no. (Figure No.6).

This way a major amount of the teacher's energy is being wasted every minute at eye altar of student's interest and curiosity which if properly utilized by the use of suitable audio visual aids marvels can be done with promising results. This experiment has proved the validity of using audio visual aids to a considerable and hence nothing concrete can be said with cent per cent confidence but it is expected that if more experiment are performed the results might agree in considerable proportion with the results obtained in the cities experiment.

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