INTRODUCTION

"We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one stand on one’s own feet”

-Vivekananda

Education is a recovery and reformation. It is necessary for the refinement of soul. While educating the children their hidden capabilities and capacities are to be raised. As such there should be complete freedom for the children during the course of their education, so as to enable them to prove their dedication and knowledge. The students at school should be placed in such a situation which may help to prepare them to create situations themselves to inquire, find out and learn. For an enquiry, thinking is essential. Thinking leads to reasoning. Reasoning leads to dialectics which leads to analysis. For an analysis, thesis, anti-thesis and synthesis are necessary. Such a situation can only create a learning atmosphere and climate.

Education is not only limited to teaching the children according to the prescribed syllabus at a specific school level. Education is associated with the overall development of an individual. Through education learning takes place, and learning results in behaviour modifications in desired directions. There may be identifiable differences in abilities and capabilities, variations in personality and variations in individual’s needs, desires and interests. All these and many more factors like cultural differences, value systems, traditions and customs of the societies and a host of others influence the process of learning. But at the basic and initial level, the learning process is same-whatever one learns is through his or her sense of hearing. Methods of learning are to be evolved in such a way that they stimulate the senses of the individuals. The methods may stimulate one sense or more than one sense at a time. The teacher has to plan which methodology and stimulating techniques that stimulate the students’ senses (Aggrawal, 2009).

One of the very basic and undeniable rights of every human being is education. It is to develop the innate tendencies, capacities, qualities and power
of a child to the full. It is not only delivering information but developing the complete personality of a child. It is a well known fact that policies, curricula, methods of teaching, environment and educational facilities including physical and instructional facilities play a vital role in the performance of any educational institution. Of many crucial factors the educational facilities are the most important, which play a significant role in improving the quality of education and performance of any educational institution. These facilities bring desired improvement in teaching-learning processes by making them effective to the maximum for cognitive, affective and psychomotor aspects of the people. It also makes the classroom teaching easy, clear, interesting and scientific (Gujjar, 2010).

Education in Ancient India originated with the Gurukul system. It was residential in nature with the shishyas or students and the guru or teacher living in proximity within the same house. The students resided together irrespective of their social standing. Students in the gurukulas were subjected to rigorous discipline. Life at the Gurukul was tough, full of discipline, hardwork and concentration, but at the end of their training, the students emerged as responsible individuals that were well learned person and capable of facing the toughest challenges in life (www.indianetzone.com).

At the beginning of the last century, children were taught in a rigid, formal and stereotype way. Education was perceived as a process of transmission of factual knowledge only. The teacher adopted an authoritarian attitude and very often used the lecture method to convey information and arouse interest in the subject matter. Mostly, the teacher did not use any other visual material to supplement classroom learning. The traditional style of education is burdensome and boring for the learner and this method of lecture delivery cannot improve the teaching learning process or meet new demands. The teacher can no longer afford to assume the role of a “walking encyclopedia” delivering “knowledge”. On the other hand, the teaching process
has to become a student-centered activity where a teacher serves as a counselor, guide and a catalytic agent (Nosheen, 2005).

Teaching today is no more the same process or practice that it used to be in the past. The crowded classrooms, the enlarged syllabus, the hindrances and the diversions to learning and the changed outlook of students towards examinations, evaluation or test along with the many malpractices like mass coping, leakage of question papers, tuitions etc. all present challenges to the educators. It is in this context, teaching aids have become more important than before. Students are not attracted to class-rooms unless there is some fun or novelty for them. Thus use of teaching aids has become more important for a teacher in the classroom (Sharma, 2006).

Subject expertise alone is not sufficient for good teaching. Good teachers are also good at understanding common difficulties in student learning and help them with strategies to overcome those difficulties. Good learners according to information processing approach, have a repertoire of effective learning strategies and metacognitive knowledge (knowledge about their own knowledge). Consequently, they can monitor, evaluate and regulate their own learning (Santrock, 2006).

Teaching should be designed for education, so it should not be primarily informative. Five things are essential for effective teaching, they are: (a) motivation of the students, (b) active involvement through perception and activities relating to the subject the students are intending to learn, (c) the mode of presentation should be based on healthy teacher-students interaction and it should be elicitation orientated, (d) the students should not be passive listeners but they should also be contributors and helpers in the knowledge development and (e) finally there should exist a healthy system of feedback. Therefore, it is essential that the mode of presentation in the classroom should always be based on bi-polar communication system. Care should be taken that system of presentation and communication should be so designed and executed that no deserving candidate is denied an opportunity to participate and contribute in the
knowledge development. Such an education will provide opportunity to the students for the learning and will provide an atmosphere for their ego satisfaction. School education prepares for higher level education. It encompasses discipline, social living, and group work and builds the self confidence of the students at a very early age and generally gives a first exposure to knowledge and applications of whatever subject is taught. School education is the launching pad for one’s goals and actions for future (Prasad, 2005).

Teaching has been defined as four key words (Fig.1). They are stimulation, direction, guidance and encouragement. Stimulation means to cause motivation in the learner to learn new things; direction means that teaching is not a haphazard activity but it is a goal directed activity, guidance means to guide the learner to develop his capabilities, skills, attitude and knowledge to the maximum for adequate adjustment in the external environment and the last key word is the encouragement of learning to encourage the learner to acquire maximum learning (Burton, 2005).

FIGURE 1: TEACHING-FOUR KEY WORDS

All kinds of teaching involves the communication of ideas through senses, either orally-through medium of speech or by showing or by use of written words or printed material or by concrete three dimensional objects, because through vision or visibility students can understand the concept better. Our sense organs are our gateway to all knowledge. All our sense organs help in understanding the environment around us. Hearing and seeing are most important in this respect. There is a Chinese adage that “what we hear we
forget and what we see we remember”. Both hearing about many things and seeing are done in the classroom teaching. Hearing provides only information whereas showing provides an opportunity to visualize and comprehend. Using audio-visual aids in teaching learning process, the teacher becomes a better teacher, more active, a more effective and more efficient. So every teacher should use audio visual aids to meet the students’ needs. But unfortunately these facilities are not available in many secondary schools and those schools where these facilities are available, the teachers are not interested in the proper utilization of these facilities. Many teachers are not properly trained for utilizing these facilities (Nasrin and Nangia, 2007).

Bhattacharya (2006) quoted the psychologist Jerome Bruner’s ideas on the effect of instructional materials on learning, the instruction provided to a learner should proceed from direct experiences (as in pictures, films etc.), through symbolic representations (as in words). He further states that “the sequence in which a learner encounters materials” has a direct effect on learning. The development of instruction should be parallel to the differentiation-integration learning process. Bruner carefully points out that this applies to all learners, not just children. An important first step in instruction is to determine the nature of any learner’s current level of experience. Instructional materials not only provide the necessary concrete experiences but also help students integrate prior experiences.

Audio visual aids as a device which by sight or sound increases the individual’s experience, beyond that acquired through reading. These are additional means to particular ends and at time contribute valuable aid to learning a situation. These materials may be used to convey meaning without complete dependence on verbal symbols or language. Audio-visual aids, computer and various approaches of teaching methods play an important role in achieving the educational goals. The teaching can really be improved by the use of such materials because these can help make the learning experiences memorable. Improved strategies and skills entailing the use of teaching aids
and teaching machines offer great opportunities for improving the learning capacities of the students. It helps the learners to experience and concretise certain facts and develop concepts of their own, thus ultimately helping the students to comprehend and learn (Singh, Sharma and Upadhya, 2008).

Audio –visual aids are the devices which present units of knowledge through auditory and visual stimuli. These are the devices to concretise the knowledge to be presented in the classroom. These help making learning experience appear as real and coordinate accurate concepts, draw interpretations and conclusions by themselves. It also enables the teacher to make learning more concrete, effective, integrated, interesting, interpretive, inspirational, meaningful and more vivid. The basic assumption underlying the use of audio-visual aids in education is the genesis of learning through senses supplemented by continuous acquisition of experiences. Senses provide significant gains in informational learning too. It boosts retention, imagination, thinking, reasoning, interest, imagination followed by creative activity. Finally it leads to better assimilation, personal growth and development (Bala, 2006).

Dolati (2010) quoted Paivio’s dual coding theory that the cognitive process of the human brain proceeds in relation to the processing of information derived through interplay of both verbal and visual elements. This theory suggested that an effective use of audio visual aids should have a positive enhancement on teaching learning process. The use of different visual-verbal aids in classroom teaching helps to bring improvement in student motivation and interaction in class as well as learning of particular skills and knowledge. The use of different types of visual aids can help teachers to reflect on the educational importance of visual literacy. Learners of all ages can benefit from teaching where an appropriate and effective use of visual learning aids is employed. This theory has significant implications on education.

Kaushik (2007) defined instructional method as the means through which the teachers organize and guide learning experiences in order to bring effective behavioral change in the pupils. A method is not merely a device
adopted for communicating certain items of information to students. It links the teacher and student into an organic relationship with constant mutual interaction. It motivates and reacts not only in the minds of the students, but also on their personality, their work and judgment, their intellectual and emotional equipment, their attitude and values. Good methods which are psychologically and socially sound may raise the whole quantity of student’s life.

Through the use of instructional media subject content can be more carefully selected and organized. Thus, the quality of instruction delivered by a teacher can be improved as subject content can be delivered in a well organized, consistent, specific and clearly defined manner. The instructional media usage in classroom teaching can make instruction to be much more interesting and enjoyable and it also reduces the boredom on the part of learners. It could also promote student-student interaction, student-teacher interaction, and teacher-teacher interaction. They can also be used to reveal the needs and stimulate students’ interest to participate in learning. Thus, learners’ interest can be aroused, maintained and stimulated to promote their imaginative power (Onasanya, 2004).

Instructional media possess some inherent advantages that make teaching learning process unique. They provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more and more. Also, by providing opportunities for private study and reference, the learner’s interest and curiosity are increasingly stimulated. They also help the teacher in overcoming the physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners (www.docstoc.com).

To achieve the desired outcomes with the utilisation of technology, the teaching of the subject matter must focus not only on making teachers
competent at using such technology, but at the same time, promote strategies that enable the integration of technology to enhance teaching and learning. There is no doubt that better trained teachers and administrators, more modern facilities, better teaching materials in adequate supply, in other words, sharply enhanced outlays of time, money, talent and effort, would contribute to the improvement of education and alleviation of some of its gross inequities and failures. It is generally recognized that good technology helps student to learn effectively. Indeed, the uses of appropriate educational technology tools will enable to implement a greater variety of strategies and new ways of doing teaching and learning. The new teaching and learning methods will allow the students to do things faster, better, more interestingly, and entirely different from the traditional teaching method. Additionally, this tool will naturally lead to a more organized and systematic approach to teaching and learning for students that promote and enhance the delivery and management of learning (www.formatex.org).

Researchers in the field of education and methodology of teaching have brought into notice various methods of teaching social science and their effectiveness. However it is observed that most of the teachers use traditional method like lecture and chalkboard for teaching at high school level. Today, it is well observed that there has been a distinct absence of teaching learning materials in classroom. Even if it does exist, most often it is used as demonstration materials that the children rarely get a chance to touch. However, the use of educational technology in teaching science subject is quite evident in most of the schools as compared to social science subjects. Textbook has a strong hold over the education system and appears to be the single most responsible factor in teaching the subjects. Ultimately it brings a learning environment where the student becomes very dull, inactive, and lethargic. In order to bring effective teaching in classrooms, the use of different methods and materials are necessary. Methods and devices are the most important link in the teaching learning chain. It is necessary that teachers are fully conversant with different methods of teaching to make the teaching learning process
interesting, vital and living. Therefore, there is an urgent need to revise adequately the methods of teaching and materials in all schools. There is a need to implement new technologies and methodologies while teaching at high school. Hence, the researcher decided to see the effectiveness of audio visual aids in teaching social studies to high school students.

This study will help the educational institutions to know about the effectiveness of instructional materials in the teaching process. Teachers will get to know the role played by the audio visual aids in motivating the interest of the students. The study will examine the problems faced by the teachers while integrating teaching aids into classroom teaching process. The findings of the study would help the teachers to know about the audio visual media. It can sensitize the present need of improvement on educational technology. In this context, the result of the study might provide more insight into the existing knowledge base of educational technology. It would help the institutions like NCERT, SCERT, and DIET in developing the educational package for school children. Effective use of technology in the education setting can help students to attain a greater understanding of the concepts. When used well, technology can add many valuable dimensions to classroom learning activity. In addition to contributing a measure of entertainment and providing multisensory stimulation, advanced educational media can facilitate student involvement at all levels that are difficult to achieve through unaided instruction. Based on the above knowledge an attempt is made to study the “Efficacy of instructional methods and materials prepared and used in the selected schools of Manipur State with the following objectives: To

- analyze the extent to which the instructional method and materials are used in the selected high schools.
- examine the attitude of teachers and students towards teaching learning practice.
- develop Instructional Package (methods and materials)
• capacity building of teachers on the application of instructional methods and materials.
• evaluate the impact of instructional methods and materials on teaching learning process.
• analyse the response of the students on the application of instructional methods and materials.

Based on the above objectives, the following hypotheses are framed:

➢ There will be a significant difference in the students’ score among the experimental groups and control group.
➢ There will be a significant difference in the students’ score among the experimental groups.
➢ There will be a significant difference in the students’ score of pre test and post test among the experimental groups irrespective of students’ achievement level.
➢ There will be positive response from the students on the application of instructional methods and materials.
➢ There will be a significant difference in the scores obtained by the retention test among experimental groups and control group.
➢ There will be a significant difference in the scores obtained by the retention test among experimental groups.
➢ There will be significant difference in the attitude of B.Ed and non B.Ed. teachers towards instructional methods and materials.

Limitation of the study

➢ School is one of the three basic institutions, so the researcher has selected the schools to conduct the study.
➢ Audio visual aids play an important role in extension. This study was determined to find its effectiveness in formal education.