



## Utilization of Audio - Visual Aids in Teaching Social Studies at Secondary Level both in Govt. and Zilla Parishad Schools in Mahaboobnagar District.

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**ABSTRACT:** In Social Studies we are concerned with the study of man and his relationship with his environment. In order to understand it we need a rich background. This background is provided through a large variety of sight and sound experiences. The teacher should integrate the use of various devices and must select that device which is likely to prove most effective in a given situation. While making his selection teacher should give due consideration to the age, sex, intelligence, experience of his pupils. He should make an effort to widen the scope of learning beyond the immediate environment of the child. The primary goal of education should be the intellectual development of the individual. The present study is intended to investigate the use of Audio-Visual Aids used in teaching Social Studies in secondary school, with a view to arrive at a few broad generalization regarding the use of Audio-Visual Aids.

**KEYWORDS:** Audio-Visual aids, Learning, Secondary school

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### I. INTRODUCTION:

Experiences are the individual's reactions to life situations as they occur. The teacher tries to teach social behaviour and relationship by providing desirable experiences. According to estimates of Joseph J. Weber, nearly 40% of our concepts are based on visual experiences, 25% on auditory, 17% on the sense of touch and feeling, 15% upon miscellaneous organic sensation and 3% upon taste and smell. As senses are the gateway of learning, we should try to provide the pupils with as many of sensory experiences as are possible. The teaching can be made good through teaching aids. Greek and Roman used to convey thought in addition, information through Words, Pictures, Symbols etc. Rousseau is great educator, discouraged the use of more words in education. He Advocated that native of body and mind of child and his surrounding should be taken into account. Therefore of this, shift took place from teacher to child-centered Education Frobel was another exponents who pleaded that children should learn from things around them.

Teaching aids and other materials, as well as books, toys and games help make schools interesting for children. In some states of the country good use has been made of the funding assistance through DPEP and other programmes to acquire and develop teaching learning materials. A lot of ready-made materials do exist, and teachers, cluster and block level resource persons need to become better acquainted with the range of materials available and how to use them. There are also many new kinds of printed materials for teachers and children being produced by NGO groups and small entrepreneurs. In addition there are locally available materials that cost little but which are very useful to be kept in a classroom, especially in the primary school grade. Teachers need to explore various types of raw materials that can be used to make teaching aids that will last year after year, so that the precious time they invest in making these things is put to good use. Styro-foam and card board are neither strong enough nor attractive-other materials such as rexine, rubber, and cloth are interesting alternatives.

Other kinds of resource materials, such as maps and picture folders, and specific equipment's could be shared between schools if they are placed in the cluster centre which then can serve as a resource library so that for the period of teaching the teacher borrows materials from the cluster and subsequently returns them to the

cluster to enable some other teachers to borrow. In this way resources gathered by one teacher can also be utilized by others, and it would become possible to have multiple sets necessary for the whole class to use.

The availability of such resources depends on the funds available and many schools are poorly provided. How can the school build such resources? Some government programmes, for instance, Operation Blackboard, has laid down norms for the minimum materials that should be available in each primary and upper primary school. Similarly, there are new schemes that allow for cycles and toys to be purchased for a cluster of schools. Schools could benefit from these opportunities, and also explore the possibilities that are available at the local level to augment its teaching-learning and play material. There is growing emphasis on educational technology for 'effective' learning. Some schools are now being equipped with computers, and in some areas radio and TV based instruction is being introduced.

Ultimately the use of such materials requires planning if it is to be effective and become a part of the overall plan to enhance participation and understanding. Teachers would need to prepare and plan if the materials she introduces into the room are the purpose demonstration. If an activity is being planned, then there must be enough sets for everyone in the class to use, individually or in small groups. If only one child is able to handle materials while all others watch, it is waste of learning time. Labs have always been talked about as a part of social studies.

NCERT give importance to Audio-Visual Aids. They organized some science clubs sponsor's workshops. The NCERT organizes science fairs and exhibitions through extension centers in different parts of the country.

The science clubs in U.S.A. and U.S.S.R. have a tremendous impact on the development of science education. The importance of science club was recognized by the government as early as 1957-58. Audio-Visual Aids instructional devices, which involve the use of senses of learning and sight. As most of the learning takes place through the senses, so these aids ensure quick moreover, effective is learning.

**1- IMPORTANCE OF AUDIO-VISUAL AIDS:** These aids are intended to impart knowledge to the pupils through senses to ensure quick and affective learning. Audio-Visual Aids are instructional devices, which can be heard as well as seen. It is an admitted fact that we learn through the senses and the senses of sight and hearing have a greater share in this process. It should always be borne in mind that these aids should be used as aids to teaching and should not replace the teacher.

**The following are the important points regarding use of A.V. Aids in education:**

1. They make the lesson of history interesting.
2. They help to stabilize the knowledge of the subject.
3. They make the process of learning interesting and practical.
4. They help the teacher to proceed from concrete to abstract'.
5. They help the teacher to conduct the teaching efficiently and creditably.
6. They are a good substitutes for direct experiences and are a supplement to direct experience.
7. They are very helpful for poor readers and slow-learners.
8. They help to develop the power of imagination and observation.
9. They provide an opportunity for a change in the monotonous atmosphere that generally prevails in the class-room.
10. They provide an opportunity for a better rapport between the teacher and his pupil.
11. They help the pupil to develop a scientific attitude.
12. They provide a training in scientific method.
13. They can be used in bigger classes.
14. Use of such aids is based on the principles of psychology.

## **2- CLASSIFICATION OF AUDIO- VISUAL AIDS:**

### **A. VISUAL AIDS**

These aids involve the use of the sense of sight the type of aids includes.

1. Chalk - Board
2. Charts
3. Models
4. OHP, Slides, Pictures
5. Globe
6. Bulletin Board and Flannel Graphs

### **B. AUDITORY AIDS**

These aids involve the use of the sense of hearing and include.

1. Radio
2. Tape-Recorder
3. Gramophone

4. LCD Projector

### **C. AUDIO-VISUAL AIDS**

1. Films
2. Televisions
3. Computers
4. LCD Projector

### **D. AIDS THROUGH ACTIVITY:**

1. Field Trips and Excursions
2. Dramatisation (conduct of model parliament)
3. Visit to Historical Places.

## **3- DIFFERENT TYPE OF AUDIO, VISUAL, AIDS EMPLOYED IN TEACHING SOCIAL STUDIES**

### **I. VISUAL AIDS:**

**1. CHALK BOARD:** Chalk board is one of the necessary equipment of the class and is the comments most indispensable aid for the teacher there are different type of chalk board which have been suggested for time to time e.g.: Walk- Board, Roller Boards, Hanged Boards. The Chalkboard connects the aural and Visual Sensation, which is helpful in learning. This is economical both in time and in money.

**2. CHARTS AND PICTURES:** These aids play a significant role in making the ideas clear and comprehensive. These aids stimulate interest and excite curiosity in things, which could otherwise be dull and dry. They cultivate the power of observation and judgement.

**3. FLANNEL GRAPH:** This is also a useful and which can be applied in teaching science. The chief value of this is that the prepared diagrams are ready without loss of time at the moment they are needed and can be used again over a period of year for example, the whole process of pollination and fertilization can be easily depicted.

**4. BULLETIN BOARD:** The bulletin board is one of the effective aids of teaching and so there should be a bulletin board in science room. The bulletin board should be made a project for the pupils and the material for display should be the result of active participation of pupils and the teachers. Maximum educational value is derived if the pupils are made in charge of it and teacher acts as a guide.

**5. MODELS:** These aids play a significant role in making the idea clear and comprehensive models in the modern school play an important part in the teaching learning process. Models cultivate the power of imagination, appreciation and reasoning.

**6. SLIDES:** Slides are important visual aids. Slides make the concept clear with the help of slide.

### **II. AUDITORY AIDS:**

**1. RADIO:** It is an instructional aid, which is now coming into line length program for school child is now regular feature of A.I.R. in addition, B.B.C. A.I.R. gives program in which good lectures; dramas and discussion of scientific values are presented. Radio gives the latest news of the whole world we can hear the talk of great scientists in different parts of the world. The pupils feel interested when they hear of something pleasant in addition valuable.

**2. TAPE RECORDER:** This is another aid, which can be used by the teacher, especially for introducing a lesson. The talk by some scientist on a certain scientific topic can be on a tape recorder. Then reproduce in the class when need be. The main-advantage of this is that the speech of a person can be tape-recorded.

### **III. AUDIO-VISUAL AIDS:**

**1. FILMS:** The films make the concepts clear, durable and realistic the film are prepared by the school showing different activities in the school like science club. This creates a very healthy impression on the students. They are encouraged to work more and show their worth in every activity.

**2. TELEVISIONS:** It combines the radio and the potentialities of films. It is an amazing impact upon the speculations led the educational to realize it for the educational purposes it has now become a powerful means of communication of ideas all over the world. The selected scientist can demonstrate a certain experiment at one place and the lack of good and qualified teachers. One good teacher can teach the same lesson hundreds of students at a time.

### **IV. AIDS THROUGH ACTIVITY:**

**1. FIELD TRIPS AND EXCURSIONS:** Excursions and trips provide an opportunity for the direct study of original materials in history. Visits to places of worship, tombs etc., help to break the monotony of class-room lectures and provide a chance to come in direct contact with historical realities. These are the most important and most effective devices of teaching social studies. A visit to a factory, a mill, an irrigation project, a dam, a hospital, a post-office, a town hall, an assembly hall, a police station, a bank, a sea port, a museum, a church, a temple, a mosque, a gurdwara, a visit to a hotel, a studio, a court, an airport etc., provide the students a first hand knowledge of different amenities of modern life. The students may be taken to places of agriculture and industrial importance and there they may be made acquainted with various problems of industry and production.

**5- SIGNIFICANCE OF THE STUDY:** There is very few investigation of the study. Therefore, in order to find out the use of audio-visual aids for teaching Social Studies at secondary level has been takes up by the researcher. It is said that learning through sense is more permanent than mechanical learning. Out of five senses it is through the hearing and seeing that 86% of knowledge is gained.

**6- SCOPE OF THE STUDY:** The topic chosen for the study is mainly concerned about the existing situation of the use of Audio-Visual Aids in secondary schools and particularly in teaching Social Studies to get the more information about the Audio-Visual Aids materials being used in the Government and Z.P. Schools and to compare them small sample was chosen. IV.

**7- OBJECTIVES OF THE STUDY:**

The following are the main objectives of the study.

1. To know which Audio-Visual Aids is used in teaching Social Studies.
2. To know to what extent the Audio-Visual Aids are used in teaching Social Studies at secondary level.
3. To know which Audio-Visual Aids preferred by Social Studies.
4. 4. To know which school Government or Z.P. School is using Audio- Visual Aids.

**8- SOCIAL STUDIES ACTIVITY TOOK PLACE IN GOVERNMENT SCHOOL**

- I. **Social Studies Exhibition:** 50% of school conduct social studies exhibition.
- II. **Social Studies Laboratory:** 25% of school maintain social studies laboratory.
- III. **Social Studies Field Trips, Excursion:** 50% of school take student to field trips, excursion.
- IV. **Project Work:** 10% of school gives project work to children.
- V. **Social Studies Clubs:** 5% of school maintain social studies clubs.
- VI. **Social Studies Museum:** 1% of school maintain social studies museum.

**9- TABLE SHOWING SOCIAL STUDIES ACTIVITY TOOK PLACE IN GOVERNMENT SCHOOLS**

S.NO.	ACTIVITY	% OF SCHOOLS
1.	Social Studies Exhibition	50%
2.	Social Studies Laboratory	25%
3.	Social Studies Field Trips, Excursion	50%
4.	Social Studies Museum	1%

**10- TABLE SHOWING SOCIAL STUDIES ACTIVITY TOOK PLACE IN PRIVATE SCHOOLS**

S.NO.	ACTIVITY	% OF SCHOOLS
1.	Social Studies Exhibition	90%
2.	Social Studies Laboratory	50%
3.	Social Studies Field Trips, Excursion	80%
4.	Social Studies Museum	1%

**11- TABLE SHOWING AUDIO VISUAL AIDS PREFERRED BY GOVERNMENT AND Z.P. SCHOOLS**

S.NO.	Audio-Visual Aids	Govt. Schools	Z.P Schools
1	Charts	90%	90%
2	slides	3%	5%
3	Models	10%	25%
4	Specimens	2%	8%
5	Radio	35%	35%
6	Television	70%	55%
7	Bulletin	10%	60%
8	Social studies Exhibition	70%	90%
9	Social studies Laboratory	35%	50%
10	Science Muse	1%	1%

**12- AUDIO-VISUAL AIDS PREFERRED BY SOCIAL STUDIES TEACHER:**

S.NO.	Audio-Visual Aids	Govt. Schools
1	Charts	90%
2	slides	10%
3	Models	25%
4	Specimens	10%
5	Radio	50%
6	Television	35%
7	Bulletin Board	70%

8	Social studies Laboratory	50%
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**13- FINDINGS:** After visiting each and every school, researcher find out that the Audio- Visual Aids used in Z.P. and Government Schools. In Z.P. School Management encourages teacher to use teaching aids. In government schools facilities are not available properly. After observing, researcher find out that Z.P. School are doing better than Government School. Teachers are also making use of Audio-Visual Aids to a large extent.

**14- CONCLUSIONS:** In the present study it is intended to investigate the use of Audio-Visual Aids used in teaching Social Studies in secondary school, with a view to arrive at a few broad generalization regarding the use of Audio-Visual Aids. The study was undertaken because for any teaching learning becomes more efficient and interesting if it is learned through Audio- Visual Aids. The present study therefore is an attempt to identify the Audio-Visual Aids used in the schools for teaching Social Studies to a certain extent, within the limitation of time and resources. So that the use of Audio- Visual Aids in the school may be well understood.

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