

Audio Visual System: It's Effect and Impact on Education in School Level Midnapore District, West Bengal

Smritilekha Patra*, Nikhil Kumar Dutta

Dept. of. Education, CMJ University, Shillong, Meghalaya, India

*Corresponding author: E-Mail: smritilekhapatra99@gmail.com

ABSTRACT

At present terms such as "Educational communicational Technology", Audio Visual Media", Learning Resources "and "Instructional or Educational Media" etc. are used to refer to the field of audiovisual education. All these terms mean the same thing. Generally all these are implied by the term media. More specifically "Media" refers to films, filmstrips, recordings etc. On the other hand programmed instructions, computer-assisted instruction, educational TV are designed as methods. Advancement of science and technology, development of communication, system approach, social-psychology, inter-group relationship, human factor approach to behavioral science-all these contributed to the development of educational technology. In this sense audiovisual movements contributed to the development of educational technology.

KEY WORDS: Audio, Video, Visual, School, West Bengal, Midnapore, Audio Visual Systems, Problems, Effect, Growth.

1. INTRODUCTION

Audio aids, visual aids and audiovisual aids are some supplementary devices used by a teacher to help his students to clarify, establish and grasp accurate knowledge.

In a technical sense the terms audio aids, visual aids and audiovisual aids are used to designate an extensive variety of devices such as motion pictures, slides, radio, tape recorder, model, picture, graph etc., which are used by the teacher for smooth transmission of concepts and ideas through the eye and the ear.

An audio aid is an instructional device that can be heard such as tape recorder. A visual aid is an instructional device that can be seen, but not heard, such as globe. Again the audiovisual aids are those which call upon the auditory as well as visual senses and thus help the learners to learn through listening as well as viewing. Examples of such aids are television, sound motion pictures, computer assisted instruction etc.

One significant feature of these teaching aids is that it recognizes and stresses the value of concrete, non-verbal and practical experiences which are far significant in comparison to the usual forms of instruction that are just verbal.

These teaching aids call upon the auditory and visual senses of the learners and in this way they enjoy an experience at second hand that has been a firsthand experience to someone else. Through the wise use of their sense sight and hearing, these aids can show magical effect in making the learning more meaningful, more interesting and more effective. In this sense we can define audiovisual or teaching aids as instructional devices or materials used by the teachers which will help them in the effective realization of their teaching objectives.

Audiovisual instruction in school practice goes to mean somewhat broad and extensive. In addition to the teaching learning materials and aids listed above, these types of instruction also includes the use of field trips, exhibits, excursions, picnic etc. Which provide direct and firsthand experience to the learners?

It's a fact that each and every teacher has an inherent desire that his teaching should be effective and attractive as much as possible. Whatever the lesson he teaches should be carefully attended, clearly understood, grasped and fixed in the mind of his students.

In other words effective and interactive communication and appropriate learning outcomes are the aims of a good teaching. For realizing both these objectives, a teacher has to make use of different type of audio, visual and audiovisual aids materials such as charts, maps, models, concrete objects, films, tape recorders, projectors, radio, television and similar other resources. All such materials, instruments and resources that help a teacher in a good communication, healthy classroom interaction and effective realization of his teaching objectives may be termed as aids in the field of teaching learning.

Sense organs are designated as the gateways of knowledge. Sensory experiences form the foundation for any intellectual activity. By using various types of teaching aids reinforce the spoken or written word with concrete image which form a strong basis for learning. Aids which supplement the teacher's efforts are termed as teaching aids.

According to Dictionary of Education, Audiovisual is a general term for hardware equipment and media used in teaching learning and research. "Kinder S. James says that Audiovisual Aids are those devices which make learning experiences more concrete, more realistic and more dynamic.

There was a time when the teaching learning situation was devoid of audiovisual aids. It was totally oral or verbal dominated. For long the common practice to communicate knowledge has been by means of verbal or oral

Journal of Chemical and Pharmaceutical sciences

instruction. The traditional classroom teaching learning situation was encyclopedic, memory oriented and recitative methods were persuaded. It was mainly concerned with accumulation and reproduction of a vast store of unrelated, isolated facts, where memory was the focal point. The teacher simply used to utter the facts and figures repeatedly which had memorized at a satisfactory speed. Children were required to learn by rote memory only. No other method of learning was conceived till back.

However teaching aids are not panacea for all educational evils: unless used appropriately and with good planning, these aids can defeat the purpose for which they are being used. Audiovisual aids can only aid teachers but cannot replace them. They can prove themselves as good servants but can become bad masters if we surrender to them. The teacher should have clear concept that the aids can act as bridges between the teacher and the learner, admissions in reputed varsity. Now, here we enlist the proven steps to publish the research paper in a journal.

The Ministry has worked out numerous techniques to meet the previously mentioned targets. The Division of Education has been taking a shot at guaranteeing all inclusive access to instruction at all levels, counting unhindered enlistment at the higher optional level for every one of the understudies passing optional school. Overcoming any issues between the sexual orientation dissimilarity in the field of instruction is another real worry for the legislature. To address the issue, the legislature has been taking a shot at selecting young ladies in schools at all levels giving uncommon thoughtfulness regarding young ladies originating from in reverse, held, and minority networks. The high dropout rate, 75% from Classes I to X, is a basic issue in the state. As the legislature is concentrating on guaranteeing universalization of training by any means levels, lessening the dropout rate has turned out to be similarly vital. Steps are likewise being taken to justify the instructor understudy proportion, present and actualize PC education, enlist prepared instructors, and help them with appropriate academic offices and refreshed learning material. The government is additionally intending to give infrastructural offices like prepared research facilities, better school structures, drinking water, et cetera.

West Bengal additionally imagines utilizing EDUSAT to give remove training to supplement school instruction. The legislature is endeavoring to connect the advanced separation through different activities. Some of the significant activities have been profiled in this report in resulting areas. Some key education indicators in the state are given in the following table.

Table.1. Number of Schools – West Bengal

District name	Primary	Upper primary up to class VIII	Secondary	Higher secondary
Bankura	3463	29	229	190
Burdwan	4001	53	452	335
Birbhum	2373	42	225	138
Dakshin Dinajpur	1171	8	87	70
Darjeeling	1171	53	69	95
Howrah	2117	29	251	239
Hooghly	3005	112	294	270
Jalpaiguri	2038	19	155	126
Coochbihar	1822	21	121	118
Kolkata	1439	46	282	276
Malda	1887	26	178	134
Murshidabad	3165	103	282	181
Nadia	2598	40	190	226
North 24 parganas	3635	58	421	492
Pachim Medinipur	4673	91	385	509
Purab Medinipur	3245	85	319	
Purulia	2986	73	152	142
South 24 parganas	3674	62	406	328
Uttar Dinajpur	1430	27	84	85

Identify, Research and Collect Idea: The primary target of the examination is to discover the impact of varying media framework in school level in Midnapore region of West Bengal. Our principle destinations for the contextual investigation of Midnapore region of West Bengal (i) Teacher's mindfulness level in regards to the feebleness of sound, visual and varying media helps in school (ii) Teachers nature with the showing helps (iii) Teachers sentiment viewing the PC as a methods for varying media helps (iv) Teachers mindfulness in regards to the arrangement of Audio, Visual and Audiovisual guides in school (v) Teachers proficient preparing in the showing helps territory.

Descriptive Research Studies are more than just a collection of information, the present investigation falls exclusively under the survey studies. As survey studies, here also the study is conducted to collect details

Journal of Chemical and Pharmaceutical sciences

description of existing phenomena with the intent of employing data to justify current conditions and practices and to make more intelligent plans for improving them. Survey studies may be broad or narrow in scope. Here the area of investigation is limited to the selected some schools of Midnapore city.

In the present study, the investigator has adopted the incidental or accidental type of non-probability sampling. The units of the population are selected at the investigator's own discretion. The investigator has collected information from all the school that are conveniently available. The idea behind selecting such sample technique was that the investigator wanted to get the desired information of the population with in a limited period of twelve to fourteen months. By adopting such a sampling technique, the researcher has collected information about the schools.

Information Schedule and Questionnaire are the research tools the researcher has found to be particularly appropriate for securing information of the researcher's kind. In a face to face situation, explaining the nature and purpose of his investigation, the researcher has put questions to the head of the institutions of his sample schools and filled in by own with a tick mark (v) in the respective places of the table of the information schedule. The information schedule has revealed the overall picture of the schools regarding the status of different aids available in the school. It has disclosed such types of information as availability and non-availability of the aids, working and non-working conditions of the aids, number of teachers using each aid, sources of procurement of the aids in term of Govt., school fund and donation and status of utilization of the aids in terms of fully utilized, partially utilized and not utilized.

A Questionnaire is a form of prepared and distributed to secure response to certain questions. It is a device for securing answers to questions by using a form which the respondent fills by himself. A questionnaire is a systematic compilation of questions that are submitted to a population sample from which information is desired.

Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data. The processing of numerical data through statistics calls for competences in the use of statistics methods. In the present study the obtained data were analyzed in terms of percentage, Mean, graphical representation through Bar graph, Pie diagram, VENN diagram, Polygon, Histogram etc. Both qualitative and quantitative analyses were carried out.

Studies and Findings: The survey was controlled over the example of 20 grade teachers in Midnapore area of West Bengal. Educators were relied upon to react to the inquiries through composing. The poll had open-finished and shut finished inquiries. Question 1, 4, 5, 7 and 10 are close-finished inquiries where they are relied upon to reply in a word (yes/no/not certain). Question 2, 3, 6, 8 and 9 are open-finished inquiries where they are relied upon to react in light of their perception, learning and experience as essential instructors. An examination of educators' reaction to these inquiries is introduced beneath.

Table.2. Response for question 1

Question	Response	Score	Percentage
Are you in favour of using the teaching aids in your class?	Yes	18	90%
	No	2	10%

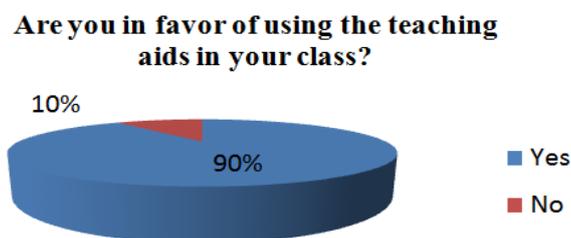


Figure.1. Interpretation of Response for Question 1

This interpretation shows that most of the primary teachers are satisfied with the audio-visual system of teaching and teaching aids, 90% teachers votes in favor of using teaching aids in school and only 10% are disagree for using any type of teaching aid.

Table.3. Response for question 2

Question	Response	Score	Percentage
Do you think that the use of teaching aids help a teacher to render his service to the students more effectively?	Yes	17	85%
	No	0	0%
	Not Sure	3	15%

Do you think that the use of teaching aids help a teacher to render his service to the students more effectively?

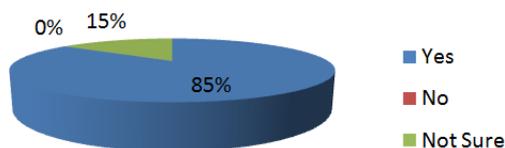


Figure.2. Interpretation of Response for Question 2

This interpretation shows that most of the primary teachers thought that they can deliver their best in service when they use any type of teaching aid. 85% teachers votes that the use of teaching aids help them to render their services to the students more effectively. So we can depict that audio visual system is making its impact on the education system in Midnapore district of West Bengal.

Table.4. Response for question 3

Question	Response	Score	Percentage
Do you notice any kind of changes in students' classroom participation, reactions and performance when you use teaching aids?	Yes	18	90%
	No	2	10%

Do you notice any kind of changes in students' classroom participation, reactions and performance when you use teaching aids?

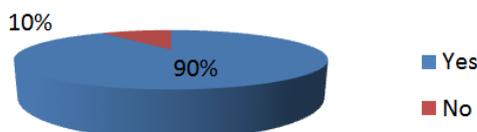


Figure.3. Interpretation of Response for Question 3

This interpretation shows that knowledge and performance of students increased after the use of any type of teaching in their class. 90% teachers says yes for noticing any kind of changes in students' classroom participation, reactions and performance when you use teaching aids.

Table.5. Response for question 4

Question	Response	Score	Percentage
Do you offer the opportunity to the students to involve themselves in using the teaching aids?	Yes	19	95%
	No	1	5%

Do you offer the opportunity to the students to involve themselves in using the teaching aids?

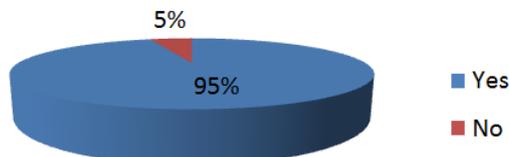


Figure.4. Interpretation of Response for Question 4

This interpretation shows that most of the primary teachers are agree with the statement that they offer opportunity to the students to involve themselves in using the teaching aids. So we can depicts that audio visual system is making its impact on the education system in Midnapore district of West Bengal.

Table.6. Response for question 5

Question	Response	Score	Percentage
Do you think that the teaching method based on teaching aids is more and more fruitful than the traditional teaching method largely dominated by lecture?	Yes	16	80%
	No	3	15%
	Not Sure	1	5%

Journal of Chemical and Pharmaceutical sciences

Do you think that the teaching method based on teaching aids is more and more fruitful than the traditional teaching method largely dominated by lecture?

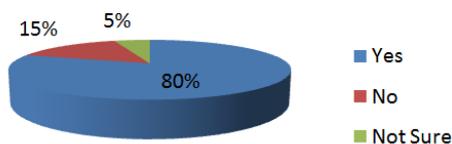


Figure.5. Interpretation of Response for Question 5

This interpretation shows that most of the primary teachers are agreed with the statement that the teaching aids based teaching methods gives much better results than the teaching method based on traditional teaching. So we can depict that audio visual system is making its impact on the education system in Midnapore district of West Bengal.

Table.7. Response for question 6

Question	Response	Score	Percentage
Do you feel your school should possess more teaching aids than the existing?	Yes	17	85%
	No	3	15%

Do you feel your school should possess more teaching aids than the existing?

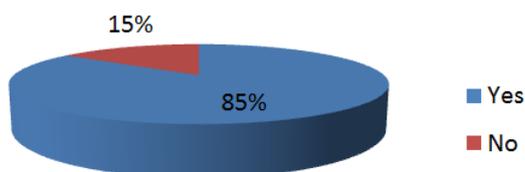


Figure.6. Interpretation of Response for Question 6

For the question about need for more teaching aids facilities in schools 85% teachers says yes. So we can depict that audio visual system is making its impact on the education system in Midnapore district of West Bengal.

Table.8. Response for question 7

Question	Response	Score	Percentage
Have you raised the demand for having improved and sophisticated teaching aids in your school?	Yes	11	55%
	No	9	45%

Have you raised the demand for having improved and sophisticated teaching aids in your school?

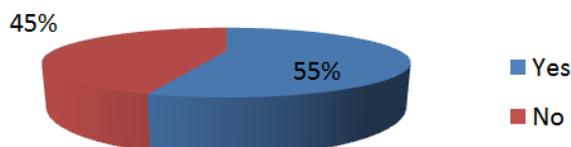


Figure.7. Interpretation of Response for Question 7

55% teachers says that they have already asked their administration for better teaching aid facilities in their schools and they are assured for the same from their superiors. This depicts that audio visual system is making its impact on the education system in Midnapore district of West Bengal.

Table.9. Response for question 8

Question	Response	Score	Percentage
Have you ever attended any kind of professional training, workshop, seminar, discussion and lecture etc? On the subject matter teaching aids?	Yes	8	40%
	No	12	60%

Journal of Chemical and Pharmaceutical sciences

Have you ever attended any kind of professional training, workshop, seminar, discussion and lecture etc. On the subject matter teaching aids?

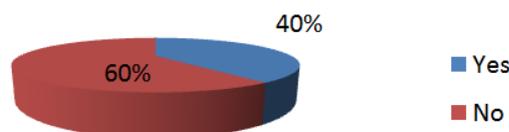


Figure.8. Interpretation of Response for Question 8

40% primary teachers never attended any kind of professional training, workshop, seminar, discussion or lecture, this is a very large number. So we need to motivate these teachers for their and students better performance in schools for the future of teaching aids.

Table.10. Response for question 9

Question	Response	Score	Percentage
Are you a computer literate?	Yes	18	90%
	No	2	10%

Are you a computer literate?

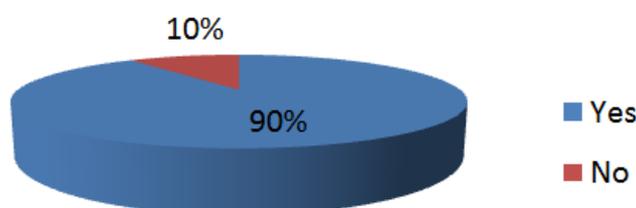


Figure.9. Interpretation of Response for Question 9

90% teachers are computer literate which indicates that teachers in Midnapore district are able to understand the new era of teaching. They can easily understand the new teaching methods and can use more and more teaching aids in their classes.

Table.11. Response for question 10

Question	Response	Score	Percentage
Do you use computer in classroom teaching?	Yes	7	35%
	No	13	65%

Do you use computer in classroom teaching?

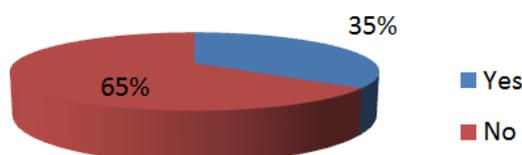


Figure.10. Interpretation of Response for Question 10

This interpretation shows that most of the primary teachers are not using computers in their classrooms, which is a serious matter when most of the schools are relying on the use of teaching aids and computer education become must for every student. So we should take responsible step towards this case.

2. CONCLUSION

A mixed media courseware is logically being used as a piece of PC based learning, and the general sign is that this example will hang on for quite a while to come. One support for this example is the assumption that intelligent media has properties that can help adjusting, particularly the learning of hypothetical theme. In any case, regardless of the way that the usage of sight and sound around there is rapidly growing, particularly as different business applications, there still appears, from every angle, to be a nonappearance of agreeable research into how much blended media is effective in youths' dynamic learning. We in this way need to look at over again the utility of stream time of hardware and programming in preparing learning system and direct research on what methodologies are ground-breaking.

The enlistment can be drawn that educating learning process in schools should be changed by making use

Journal of Chemical and Pharmaceutical sciences

of sight and sound and development to make practices engaging, enabling, and astute. The ability to create substance for such theory should be made totally alright with various sight and sound and composing contraptions.

Our fundamental point is to know the mindfulness level, recognition, conclusion and expert preparing in the middle of the instructors and the varying media helps. From the above discoveries we arrive at the conclusion that educators in Midnapore region of West Bengal know and acquainted with the varying media helps and they have great supposition on the utilization of varying media helps in school level. In a few schools of Midnapore areas, calling preparing is given to the instructors in the educators helps zone.

REFERENCES

- Agarwal J.C, Landmarks in the History of Modern Indian Education, New Delhi, Vikash Publishing House, 1994.
- Altekar A.S, Education in Ancient India, Varanasi, Manohar Prakashan, 1992.
- Bhandarkar K.M, Statistics in Education, Hyderabad, Neelkamal Publications PVT. Ltd., 2007.
- Chakrobarty S.R, Audio Visual Aids in Education, New Delhi, agar Publication, 1980.
- Chand, Tara, Educational Technology, New Delhi, Anmol Publication PVT. Ltd., 2004.
- Chaube P, History of Indian Education, Agra-2, Vinod Pustak Mandir, 1999-91.
- Dale, adgar, Audio visual Methods in Teaching, N.Y.Holt, Rinenhart and Winston, 1986.
- Glover A.H.T, New Teaching for a New Age, New York, Thomas Nelson Sons Limited, 1996.
- Ions Best, John W, Khan, James V, Research in Education, New Delhi, Prentice-Hall of India Private Limited, 1986.
- Joyce, Bruce Weil, Marsha, Models of Teaching New Delhi, Prentice-Hall of India PVT.Ltd., 2003.
- Koul, Lokesh, Methodology of Educational Research, New Delhi, Vikash Publishing House PVT Limited, 1996.
- Literature on statistics, Asthana, Bipin, Measurment and Evaluation in Psychology and Education, Agra, Vinod Pustak Mandir, 2007.
- Mohisn S.M, Fundamental Statistics for the Behavioral Sciences, Delhi, Motilal Banarasidass, 1985.
- Rawat P.L, History of Indian Education, Agra, Ram Prashad and sons, 1993.
- Sahu, Binod K, Stastics in Psychology and Education, Ludhiana, Kalyani Publisher, 2007.
- Sarma R.A, Fundamentals of Educational Research Meerut, Loyal Book Depot, 1990.
- Sarma S.R, History of Educational Research, New Delhi, Anmol Publication Private Limited, 1994.
- Savaranavel P, Research Methodology, Allahabad, Kitab Mahal, 1998.
- Sidhu, Kulbir Singh, Methodology of Research in Education, New Delhi, Sterling Publishers Private Limited, 1990.
- Thangasamy, Kokilas, Instructional Technology and Curriculum Development, New Delhi, Neelkamal Publications PVT. Ltd., 2006.