



Academic Sports Scholars

EFFECT OF AUDIO VISUAL AIDS ON ACHIEVEMENT IN HISTORY

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ABSTRACT

In the present times, education is not taken in the sense of simple information. It is not considered desirable to have solely the future looking principle in providing education to the child today. Education is considered to be concerned with the present. The aim attached to it is that it helps in the

growth and development of the child at each stage of life. This research paper is concerned about the effect of audio visual aids on achievement for History subject. Modern era, Audio visual aids has importance in the schooling. Now a day many schools are not only followed audio visual aids as a method of teaching but they are practicing ICT particularly smart classrooms. Through this research, researcher found that audio visual aid of teaching is more effective than conventional method of teaching.

KEYWORDS : Audio Visual Aids, ICT, E-learning, Achievement.

INTRODUCTION :

The child is now considered to be an active participant in the process of education. Previously, his position was that of a passive listener the

conception was defective the child has to learn many things by himself. The teacher is there only to help and guide him. Education provides newer experiences to the child and helps him in adjustment to the environment. Educational process is dynamic in its nature. It brings about growth through learning and goal seeking. Mode education aims at the harmonious development of the personality of the child. The schools and the teachers are developed freely and fully. There should not be repressions, suppressions and the complexes in the child. This is a new interpretation of education is dependent on the knowledge of teaching technique, aids, psychology.

EDUCATIONAL TECHNOLOGY

Educational technology, in term of terminology and structural composition, may carry out two basic components, namely education and technology. Although both of them have been in a continuous process of evolution, we are focusing here more on the evolutionary nature of the second component, i.e. technology, simply on the ground that educational technology as a subject has its sole concern with the task of identifying the most suitable, appropriate and developed technology (both hardware and software) for serving the educational needs and purposes of the students and the society at a particular time and place. It is a matter of no secret that there has been a continuous shift in the use of technological means and measures for improving the processes and products of education depending upon the type of excellence attained by the members of the society and communication all over the globe in terms of the scientific, philosophical, psychological and technological progress and advances. This is why, we can witness a continual shift in the models of technology being used for serving the cause of education in different periods of human history and civilization.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Today, we are living in a knowledge-based society and knowledge-based global world where knowledge is a great power, economy and strength of an individual, and the asset of a nation. It is also true that these are in tremendous explosion in its quality as well as growth. We are in need of new technologies to have access and proper use of this fast growing knowledge. Moreover, a mere acquisition of knowledge is not enough; we have a complete access and mastery over the knowledge getting process. It can only happen with the assistance of the science of information and communication technology. In this chapter, we would be learning some essentials about the nature and use of information and communication technology.

COMMUNICATION AND TEACHING-LEARNING

Communication plays an effective and essential role for running the show of any formal or informal teaching-learning process. In many ways, teaching is communicating and in this sense good teachers are always good communicators. It is also equally true for the learners. He who learns well is the one who participates well in the communication process. Good learners are always good receivers and responders. In this way, communication, as a vehicle or tool for running the show of teaching-learning act, must always be treated as a two-way process in which both the source (teacher) and the beneficiary (learner) of teaching interact well for the proper realization of the teaching-learning objectives. However, for this proper interaction, teachers and students are required to acquire the bare and technique of good communication.

Communication, in its literal sense, stands for the act of communicating. One can communicate his ideas, thoughts, feelings, etc. or transfer any type of information and knowledge to others through this act. For this purpose, he may also take the help of some instruments, appliances or devices like (1) telephone (2) tele-printer (3) fax (4) e-mail (5) radio broadcasting (6) telecasting. In this sense, communication may be taken as a one-sided transaction of a piece of information, knowledge, ideas, thoughts, and feelings from a person (source of transmission) to another person or persons at the receiving end. However, its meaning cannot be limited to such a one-way transmission. It is always a two-sided affair. The source of transmission and its receiver equally share and participate in the term communication process.

HOW TO MAKE HISTORY SUBJECT INTERESTING

History is one of the important subjects in social science. It always talk about the time which has passed. It gives the information about the incident which has done previously. Where and when did Ashoka fight the kalinga war? When did he accept Buddhism as his religion? When Britisher's did come to India? What was the first freedom fight? When did national movement started for freedom? These are the question related with the real incident done in past and in history we all need to know about historical fact. As we experienced that it is very difficult to read about historical part, students do not take interest in this subject when it teaches with traditional way. It is also true that most of the time history taught with conventional method but we can make it interesting and creative with the help of audio visual aid. This is an innovative way of teaching. With the help of different equipments of audio visual aid History subject in social science can be effective and motivating.

The Researcher wants to see here the effect of audio visual aids in achievement in History and compare it with the conventional method so researcher can identify the effectiveness of audio-visual method in achievement.

THE BASICS OF AUDIO VISUAL AIDS

Audio visual aids, audio-visual, media, communication technology, educational or instructional media and learning resources- all these terms broadly speaking, mean the same thing. Earlier the term used was audio visual aids in education. With the advancement in the means of communication and that of technology, educator coined new terms; more specifically media refers to films, filmstrips, recordings etc.

The use of newer terms educational technology or instructional technology is primarily due to the dynamic expansion of programmed learning, computer assisted instruction and education T.V. this revolution in the field of audio-visual education is the outcome of the development in electronic, notable those involving the radio, tape recorder and computer.

NEED OF THE STUDY

It was observed that in most of the school the social science subject is being taught without the help of audiovisual aids. Audiovisual aids help our senses of hearing and seeing to enable us to learn effectively and efficiently. They motivate learning and develop the capacity for clear thinking. This distinguished every truly educated person and has become increasingly important in modern world.' Plural possibilities' where everyone must learn to make up mind. So, as a researcher or investigator i undertook the present problem for attracting attention and teaching interest of the pupil in learning the subject the subject no longer remains as boring, dull and unreal. Teaching aids also called audiovisual aids are the best motivators of our senses. Senses are said to be the gateway of knowledge. Audiovisual aids help in maximum utilization of sense organs and thereby facilitate gaining of knowledge by the students. In the present study I shall study the effect of using the audiovisual aids on the achievement of the students so the teaching aids can be used effectively and maximum output can be secured. Therefore as a researcher made an attempt to enquire into the EFFECTS OF AUDIOVISUAL AIDS ON ACHIEVEMENT IN HISTORY (A STUDY OF HIGHER SECONDARY SCHOOL) KNOWLEDGE GAP

After review of different journal and website I found that there were no any research have been done in the field of history to see the effect of audiovisual aids in comparison to conventional group.

RESEARCH QUESTION

How does the learning achievement of student effect from audiovisual aids in comparison to

conventional group?

STATEMENT OF PROBLEM

Effect of Audiovisual Aids on Achievement in History- A Study

OBJECTIVES OF THE STUDY

1. To study the effects of audio-visual aids on students achievement in History
2. To compare the achievement of group taught through audio-visual aids and the conventional method of teaching.
3. To compare the achievement of girls taught through conventional method and audio-visual method.
4. To compare the achievement of boys taught through conventional method and audio-visual method.

HYPOTHESES

1. There will be no significant difference between the pre-test and post-test mean overall achievement score of students.
2. There will be no significant difference between the mean overall achievement score of students taught through audio-visual aids and conventional method of teaching.
3. There will be no significant difference between the mean overall achievement score of girls taught through audio-visual aids and conventional method.
4. There will be no significant difference between the mean overall achievement score of boys taught through audio-visual aids and conventional method

METHODOLOGY

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. A population is defined as a group of individual with at least one common characteristic which distinguishes that group from other individuals. For this study the secondary level students studying in class 9th CBSE board in Bilaspur were selected as population.

Ken Memorial English Medium School, Bilaspur CBSE board secondary school has been selected as sample. Lottery method was used for selecting this school, out of nine CBSE schools and 44 students of class 9th selected as sample. 44 students were divided into two groups one was for experimental group that was Audio Visual group and another group was control group that was conventional group.

Self made questionnaire was used to measure effect of Audio Visual Aids in achievement in History of Secondary level students.

DATA ANALYSIS AND MAJOR FINDINGS

Data were analyzed with the help of mean, standard deviation and t-test. By the study of effects of audio visual aids on achievement in History of secondary level students the following findings are as follows.

First objective for the research was 'to study the effects of audio visual aids on achievement in History'. The hypothesis was made that 'there will be no significant difference between pre and post test mean overall achievement score of students'.

SR NO	TEST	N	MEAN	SD	DF	t-value
1	Pre test	44	8.36	2.18	86	11.57
2	Post test	44	14.34	2.97		

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The result found that the t-value is 11.57, which is significant at 0.05 level. It indicates that the mean score of achievement of Pre-Test and Post test do differ significantly. In this context the null hypothesis that 'there will be no significant difference between the pre test and mean overall achievement score of students' is rejected. Further the mean score of post test is 14.34 which is significantly higher than Pre-test which mean score of achievement is 8.36. Hence it is said there is significant difference between pre-test and post-test achievement showed that audio visual aids is more effective on the students achievement in History subject.

Second objective for the research was 'to compare the achievement of group taught through audiovisual aids and conventional method of teaching'. The hypothesis was made that 'there will be no significant difference between the mean overall achievement score of students taught through audio visual aids and conventional method of teaching'.

SR NO	METHODS	N	MEAN	SD	DF	t-value
1	Audio Visual Aids	22	16.64	1.81	42	8.24
2	Conventional Method	22	12.05	1.99		

The result found that the t-value is 8.24 which is significant at 0.05 level. It indicates that the mean score of achievement of audio visual method and conventional method do differ significantly. In this context, the hypothesis 'there will be no significant difference between the mean overall achievement score of students taught through audio visual aids and conventional method of teaching' is rejected. Hence it is said there is significant difference between audio visual method and conventional method. Therefore it is said that audio visual method was found to have significantly higher achievement in comparison to conventional method.

Third objective for the research was 'to compare the achievement of girls taught through audio visual aids and the conventional method of teaching'. The hypothesis was made 'there will be no significant difference between the mean overall achievement score of girls taught audio visual aids and conventional methods of teaching.'

SR NO	METHODS	N	MEAN	SD	DF	t-value
1	Audio Visual Aids	11	16.72	1.79	20	3.65
2	Conventional Method	11	12.09	1.58		

The result found that the t-value is 3.65 which is significant at 0.05 level. It indicates that the mean score of achievement of audio visual method and conventional method for girls do differ significantly. In this context, the hypothesis 'there will be no significant difference between the mean overall achievement score of girls taught audio visual aids and conventional methods of teaching' is rejected. Therefore it is said that audio visual method was found significantly higher achievement in comparison to conventional method for girls group.

Fourth objective for the research was 'to compare the achievement of boys taught through audio visual aids and conventional method of teaching.' The hypothesis was made that 'there will be no significant difference between the mean overall achievement score of boys taught through audio visual aids and conventional method of teaching.'

SR NO	METHODS	N	MEAN	SD	DF	t-value
1	Audio Visual Aids	11	16.55	1.92	20	2.84
2	Conventional Method	11	12.00	2.32		

The result found that t-value is 2.86 which is significant at 0.05 level. It indicates that the mean score of achievement of audio visual method and conventional method of boys differ significantly. In this context, the hypothesis 'there will be no significant difference between the mean overall achievement score of boys taught through audio visual aids and conventional method of teaching' is rejected. Therefore it is said that audio visual method was found to have significantly higher achievement in comparison to conventional method for boys group.

EDUCATIONAL IMPLICATION

Through this study, it is found the achievement of the students depend on the teaching technique or technology of teaching.

- 1.Teacher can apply ICT in the classroom for their content or subject presentation.
- 2.On the basis of computer education and ICT teachers can use internet in their teaching.
- 3.E-learning is used for effective teaching in various subjects as a part of ICT or audio visual aids.
- 4.Audio visual aids will be used in various subjects like science, mathematics, language etc.

CONCLUSION

Information and Communication Technology is emerged as effective media for delivering content effectively. Through out this study we found that students are interested to learn through LCD projectors, different pictures, slide shows, animations etc. They learn effectively because we arrange our content systematically with the use of ICT. They are curious about the next content/chapter. They had given answers of related questions and they asked questions wherever they felt difficulty. Audio visual aids are the beginning of their learning but teachers should start teaching through audio visual aids compulsorily so that students learn the content more effectively. Teachers should use the ICT with internet for better teaching and learning.

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