

Definitions of Teaching Aids

Many scholars and educational technologists have defined teaching aids in terms of their nature and uses and several authors made the meaning of teaching aids or audio-visual aids clear through their definitions which are given below :

1. **Burlon**—“Audio-visual aids are those objects or image which initiate or stimulate and reinforce learning.”
2. **E.C. Dent**—“All material used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken word.”
3. **Binning and Binning**—“Visual devices of many kinds may serve in making the abstract concrete and in arising interest in studies that would otherwise be unreal and dull.”
4. **Carter V. Good**—“Audio-visual aids are those which help in completing the triangular process of learning, i.e. motivation, classification and stimulation.”
5. **Edgar Dale**—“Audio-visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory material.
6. **Good's Dictionary of Education**—“Audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.”
7. **Kinder S. James**—“Audio-visual aids are any devices which can be used to make the learning experience more concrete, more realistic and more dynamic.”
8. **Mckown and Roberts**—“Audio-visual aids are supplementary devices by which the teacher through the utilization of more than one sensory channels is able to clarify, establish and correlate concepts, interpretation and appreciations.”

Contributions to education and one of its real responsibilities to itself and its listeners to the popularizing of education itself.

Psychology of using teaching aids/and visual aids in teaching research done by Cobun (1968) indicates that—

- ◆ 1 percent of what is learned is from the sense of TASTE.
- ◆ 1.5 percent of what is learned is from the sense of TOUCH.
- ◆ 3.5 percent of what is learned is from the sense of SMELL.
- ◆ 11 percent of what is learned is from the sense of HEARING.
- ◆ 83 percent of what is learned is from the sense of SIGHT.

Retention of what is learned is likewise related to sense experience.

Observation and research by Cobun tended to show, holding time as nearly constant as possible, that people generally remember :

10 percent of what they READ.

20 percent of what they HEAR.

Classification of Material Aids

The material aids that can be used in civics teaching can be divided into the following classes :

1. Traditional teaching aids.
2. Visual teaching aids.
3. Audio teaching aids.
4. Audio-visual aids.
5. Other teaching aids.

Now, we shall study these material aids under separate points.

1. Traditional Teaching Aids

Under this class are included all those material aids which have been in use since long, and they continue to be used even now. Such teaching aids include blackboard, textbooks, tables, magazines, journals etc. Of these, textbook and blackboard are the most important. Therefore, we shall limit our study to these two. We shall discuss the importance, merits, need and demerits of textbook elsewhere in the book; so we shall pay attention to blackboard here.

Blackboard

The blackboard is in use in the field of teaching since ancient times, and it continues to be used even today widely. It is used in traditional as well as modern teaching institutions. A teacher requires a blackboard for several purposes, such as to note, to make diagrams, to make graphs, to write important words, to write summary, to draw inferences, to write data and do other related work. Generally, a teacher can use a blackboard for the following purposes :

1. To make diagram, graph, map etc.
2. To draw students' attention.
3. To mention important points and facts.
4. To make students drill.
5. To write summary.
6. To give examples and assignment.
7. To use visual faculty of students.

Thus, we can see that a blackboard can be used in teaching work at several places; however its advantages accrue well only if it is used in a proper manner.

A teacher should pay attention to the following points while using a blackboard :

1. A blackboard should be placed at a place where all students can look at it easily.
2. It should be placed at a place having sufficient light, without any reflection.
3. All writings on the blackboard should be clear and legible.
4. Lines of writing should be straight, and not diagonal. Each word should be properly enclosed.
5. Whatever is written on it, should be read again.
6. Special attention should be given to spelling and concept.
7. Class discipline should be maintained while writing on the blackboard.
8. Excessive use of blackboard is not advisable.

2. Visual Teaching Aids

Visual teaching aids are those materials which a teacher presents before students in order to make his teaching lively, attractive and comprehensible. These aids include pictures, maps, charts, graphs, diagrams, samples, models etc. We shall discuss their use here :

Models

Models are very important in civics teaching; they are still more important in small classes. Displaying a model in the class amounts to as good as showing the real object. The objects which cannot be brought in the classroom in their real form, and the things which are not available in their real form, can be displayed in the class in the form of their models. For example, while teaching ballot-box, we can display its model before students. In the same way, models can be displayed for a number of purposes.

While using a model, a teacher should keep in mind the following points :

- Teaching
1. A model should be nearest to the real object in form.
 2. It would be better if a model is got made by some students of the class, though it should be displayed only when needed. If a model is displayed in the class when not needed, students may lose their interest in it.
 3. All those necessary organs or parts of the real object should find a place in the model.
 4. A model should look like a real object.
 5. A model should be attractive.
 6. It should be displayed at a place where all students can look at it easily.
 7. A teacher should explain a model with respect to its parts, functions etc. in simple, concise and effective manner.

Pictures

In the absence of models, a teacher can display pictures in order to explain the content. They are used in place of real objects or models. They can be used in civics teaching for a number of purposes, such as pictures of different political leaders, Parliament, UN, seating arrangement in legislatures, community work, nagar palika, gram panchayat, etc.

Merits of Pictures : The following advantages can be got if pictures are used in civics teaching :

1. Pictures make the content attractive and interesting.
2. The knowledge acquired by pictures is retained.
3. Pictures help to focus attention on the content.
4. Pictures help to cultivate imagination.
5. Pictures are near reality.

Uses : While using pictures, a teacher should keep the following points in view specifically :

1. Pictures should be attractive, but not repulsive or too bright.
2. They should be as per students' age.
3. Their size should be as per the class size.
4. They should not be vulgar.
5. They should be displayed timely and should be removed soon after their use is over.

Maps

Maps are used to teach student to show the location of different states, countries, neighbouring countries, continents etc. The scope of using maps is quite limited in civics. Whenever they are used, due care should be taken. Generally, the following precautions should be exercised by a teacher in their application :

1. Correctness and scale should be paid special attention.
2. Maps should be adequate to the size of the class.
3. Maps should be clear.
4. They should be to adequate scale.
5. Students should be made to do map work.

6. They should be presented when needed, else they should be removed.
7. Maps should be displayed at a proper place.

Graphs, Sketches, Diagrams and Charts

Graphs, diagrams, sketches and charts have their unique importance in civics teaching. The chief objective of all these is to make the content interesting, attractive and comprehensible. A teacher should keep the following points in view while using them :

1. Graphs and charts should not be used for small classes.
2. The rules of making graphs should be followed while making them.
3. Diagrams and sketches should match the class size.
4. All objects in these should be clear and easy-to-understand.
5. The scale on graphs should be proper.

Newspapers and Magazines

Newspapers and magazines occupy an important place in civics teaching. Their utility in civics teaching is as follows :

1. They acquaint students with latest and current political, social, economic and religious events.
2. Students cultivate the habit of studying good literature.
3. They can be used to form public opinion easily.
4. They help to understand civil liabilities and liberties.
5. They help to cultivate civic values.
6. Students learn to reflect by them. They express their views on the news published in newspapers, it cultivates their power of discussion and logic.
7. Newspapers can be used to cultivate such great qualities as dutifulness, patriotism etc. This duty is played by newspapers well during national emergencies, like during the Indo-Pak war of 1971.
8. They are good means of expanding knowledge.
9. They can be used to cultivate national integration, patriotism and international understanding.

Looking at the above advantages, it can be said that newspapers should compulsorily be used to make civics teaching successful. However, the following precautions should be exercised in their use :

1. Newspapers should be made available to all students for reading.
2. They should be made to cultivate the habit of healthy reading; they should be cautioned against wasting their time in reading items on films or advertisements.
3. Students should be supplied with different newspapers with varied opinions.
4. Teachers should supervise when students read newspapers.
5. A discussion can be held on important current events.

3. Audio Teaching Aids

The audio teaching aids are those material aids for use in civics teaching which are meant to be played for our aural sense, they are not meant for visual display.

Teaching Aids
These include radio, gramophone and tape-recorder etc. We shall discuss them in brief.

Radio

In the beginning, radio was used only for recreation; however, in the present times, it is being increasingly used in the educational field. The Akashvani and other channels broadcast different types of educational programmes for different classes, courses and levels. These programmes teach students and teachers in different aspects of life. Moreover, different programmes like discussions and debates on political issues are very useful for civics students and teachers.

Merits of Radio : The programmes broadcast on radio are as follows :

1. These programmes broadens students' and teachers' outlook greatly.
2. They carry the views and opinions by extremely experienced and expert people from different fields, which acquaints us with latest views.
3. They are presented from psychological methods, therefore they are very interesting and comprehensible.
4. They influence our emotions. The use of music and other techniques make radio discussions and debates even more touching.
5. A large community can be educated using radio broadcast.
6. Listening to radio is an interesting task; therefore, it is not at all difficult to arouse their interest in the lesson.
7. Radio programmes help to make up the deficiencies faced in class teaching.
8. Radio programmes help in national integration.

Some Suggestions : It is very important to impart education using radio broadcasts, but they have certain limitations; for example, we cannot put up a query in order to clarify some point. Secondly, a radio broadcast cannot be repeated at will. If something could not be heard properly, or if something was not clear due to any reason, then this broadcast cannot be repeated, and the entire investment of time becomes a useless exercise. Moreover, if the time of radio broadcast does not match school and period timings, they cannot be utilised. In the end, we can say that there is no space for individual differences in radio broadcasts. To minimize these limitations, we can keep in view the following suggestions :

1. Exhaustive information about radio broadcasts should be obtained from the radio stations.
2. Students' interest should be cultivated in radio programmes.
3. Proper seating arrangement should be made for students.
4. A good radio set should be provided.
5. At the end of the programme, the programme should be explained with the help of debate, discussion or exposition.
6. An evaluation should be undertaken to find out how far students have benefited from the programme.

The gramophone and tape-recorder too are included under audio teaching aids. They too can be used in civics teaching with certain limitations. The tape-recorder can be used in order to make up the deficiencies of radio broadcasts; for example, radio broadcasts can be recorded for use at a later time.

4. Audio-visual Aids

Audio-visual aids comprise of those material aids which are important for both visual as well as aural senses. Such teaching aids are very useful from educational viewpoint, because they influence our mental faculties from two perspectives, by watching and by listening. Their impact on the mind is long lasting. They also establish coordination between eye and ear. Audio-visual aids chiefly comprise of motion pictures and television.

Motion Pictures

Films or motion pictures are very important and useful in education. They show actual work and working conditions on the screen, and they can be used to show things in a way that may not be possible by any other method. They can be used to impart learning of distant as well as past events easily. In the words of Jarolimek : **"In a film, the child can traverse great distances and more through centuries of time, having before him a picture of places, persons and processes impossible to obtain in other ways."** Films can be used in the educational tasks as they are useful from the following views :

1. Films are mobile and the movements shown in them are well-coordinated. Therefore, knowledge can be coordinated well.
2. Some objects and activities cannot be presented as effectively as they can be done by the use of films.
3. Films display activities in real time.
4. They attract attention of students.
5. Films display objects in their concrete form, so they are useful for backward students.
6. Film music influences our emotions too.

Steps in Using Motion Pictures : In his book titled Social Studies in Elementary Education, Jarolimek has mentioned the following steps for display of films :

1. Prepare Yourself :

- ◆ Select the film related to study.
- ◆ Pay careful attention to recommended level of use.
- ◆ Preview film for content.
- ◆ Plan how it is to be used.
- ◆ Use film-guide if available.
- ◆ Save your lesson plans from year to year and improve them.

2. Prepare the Classroom :

- ◆ Place title on blackboard.
- ◆ Set up equipment, film and check.
- ◆ Check settings, seating arrangement, screen and ventilation.

3. Prepare the Class :

- ◆ Discuss reasons for screening the film.
- ◆ Use related instructional materials to motivate class.
- ◆ Study unusual words.

- ◆ Discuss main points to look for.
- ◆ List students' questions.

4. Present the Film :

- ◆ One teacher, one class, one film.
- ◆ Focus and frame.
- ◆ Check sound level.
- ◆ Check film damage.

5. Summarise and Follow-up :

- ◆ Discuss students' and teachers' questions.
- ◆ Test occasionally.
- ◆ Initiate creative follow-up activities.
- ◆ Dramatise and do role-playing.
- ◆ Do further research.
- ◆ Evaluate the results with the class.
- ◆ If necessary, re-screen the film.

Television

Television is an improved form of radio. It can be used much like radio, with the only difference that it has to be placed at a place where all students can watch it well, while there is no such binding with radio. The programmes broadcast on television are displayed on the screen or monitor of the television set. This visual display is very advantageous as it is coupled with aural learning.