

# Use of Audio-visual Aids in Enhancing the Teaching & Learning Process in Ramakrishna Mission Sikshanamandira: A case study

Tanmay Naskar

Research Scholar, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

**Abstract:** This study designed to explore the effectiveness of audio-visual aids in teaching learning process at Ramakrishna Mission Sikshanamandira. Audio-visual aids are the best tool for making teaching effective and the best dissemination of knowledge. In the classroom situation, to make the lesson easy and attentive, the use of audio-visual aids play very significant role. These aids (e.g. Overhead projectors, Computers, Video-conferencing and Sound films) are using as a motivational tool in enhancing students' attention in reading literary texts.

**Keywords:** Audio-visual media, Teaching and Learning, Resources, Student Perceptions.

## I. Introduction

*'Audio-Visual Aids are those sensory objects or images which initiate or stimulate and reinforce learning'* – Burton.

Audio-visual aids are the devices that help the exposers to clarify, establish, co-ordinate precise conceptions, understandings, appreciations and support him to make learning more actual, active, motivating, encouraging and significant. Senses are set to be gateway of knowledge. Audio- Visual aids call for the utilization of as many senses as possible and thereby facilitated the acquisition of maximum learning on the part of students. The use of audio- visual aids provides assistance to the teacher for following maxims of teaching like 'simple to complex', 'concrete to abstract', 'known to unknown', and 'learning by doing', etc. Attention is key factor in any process of teaching-learning. Audio- visual aids help the teacher in creating proper situations and environment for capturing as well as maintaining the interest and attention of the students in the classroom activities. Audio- visual aids match with the inner urges, instincts, basic drives and motives of the students and thus prove a potent motivating force for energizing learners to 'learn effectively'. Audio-visual aids bring clarity to the various difficult and abstract concepts and phenomenon related to various subjects. Much of the time and the energy of both the lectures and the students may be saved on account of the use of audio- visual aids as most of the abstract concepts and phenomenon may be easily clarified, understood and assimilated through their use. These are wide individual differences among learners. The use of various types of audio- visual aids helps in meeting the requirements of different types of pupils. With the introduction of audio- visual aids there is less room for the creation of a passive, dull and uninterested environment in the classroom. Use of audio- visual aids helps in cultivating scientific attitude among students. Every individual has the tendency to forget proper use of teaching aids helps to written more concepts permanently. Students can learn better when they are motivated properly through different teaching aids. Teaching aids develop the proper image when the student see, here taste and smell properly. Teaching aids provide complete example for conceptual thinking.

In Ramakrishna Mission Sikshanamandira, the audio-visual aids create environment of interest for the students, it helps to increase the capacity of the students and make learning permanent.

## II. Literature review

**Mangal & Mangal (2009)** in their book 'Essentials of Educational Technology' audio-visual system stands for a system or teaching learning strategy in which well-planned instructions carrying appropriate learning experiences and specially assigned activities are provided.

**Swami & Swami (2013)** in their books 'Audio Video Aids in Education' states a wide coverage of various aspects of the various audio-visual aids which are available to the teaching and learning community.

**Ashaver & Igyuve (2013)** in their article 'The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria' states that students do not retain for long or understand what they are taught without audio-visual aids. Such learning does not encourage participation and lacks interest or stimulation. It is not based in sense experience nor does it extend their experience. Above all, such learning cannot be permanent. Yet, there is also evidence of low utilization and non-availability of audio-visual materials in schools.

**Shabiralyani, Hasan, Hamad & Iqbal (2015)** in their article 'Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan' highlighted that Visual aids are important in education system. Visual aids are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge.

## III. Objectives of the Study

- I. To investigate the types of audio-visual aids used by the lecturers and professors in Ramakrishna Mission Sikshanamandira.
- II. To find out how often the lecturers and professors used audio-visual aids while they teaching.
- III. To find out the various types and quantity of audio-visual materials are available in the college.
- IV. To investigate the problems and barriers of using audio-visual aids in the college.
- V. To analyse the benefits, do students derive from the use of audio-visual aids in teaching learning process.

## IV. Research Questions

- I. What types and quantity of audio-visual materials are available in Ramakrishna Mission Sikshanamandira?
- II. How often do lecturers use audio-visual aids while teaching?
- III. What type of audio-visual materials do lecturers use?
- IV. What are the barriers to the use of audio-visual materials in college?
- V. In the perception of lecturers, what benefits do students derive from the use of audio-visual aids?

## V. Description of Sample

The population of the study comprises all the lecturers, professors and students in Ramakrishna Mission Sikshanamandira.

## VI. Sampling Method

10 Lecturers and Professors are selected randomly and 20 students are selected from each section of B.Ed. and M. Ed. randomly. The selection was done to ensure the representation of all lectures and students to proportionately represent each group in the population. Some of the students are in 1<sup>st</sup> year, 2<sup>nd</sup> year of B. Ed. and M. Ed. course. The sample population therefore consists of such students and lecturers. The sample population is taken from these groups because, they are the people involved with the use of audio-visual materials while teaching and learning respectively. For these reasons, they are in a better position to give the required information concerning audio-visual materials as regards their usefulness, availability, how often they are used in teaching and learning process.

## VII. Instrument for Data Collection

The instrument used for data collection in this study consisted of two sets of questionnaires for students and lecturers. The questionnaires were designed by the researcher. The questions were set to match the research questions. The questionnaires were made up of both fixed response and open-ended questions because of the nature of the study which desires to know the forms, aspects and details about the use of audio-visual resources in the college. There were many categories of options or responses to each question in the questionnaires. These range from very often, often, sometimes, very adequate, fairly adequate, adequate, encouraging, fairly encouraging, not encouraging. In completing the questionnaire, the questionnaire, 10 copies were returned by the lecturers and 80 copies from the students. The number of questionnaire for both students and lecturers were some (90 copies) irrespective of the differences in the population.

## VIII. Method of Data Collection

The researcher visited the college physically to administrate their questionnaire and also to observe what audio-visual materials there are in the college. The questionnaires were given by hand to students, lecturers and professors, collected on the spot within three days.

## IX. Method of Data Analysis

The data collected for this research work were organized and analysed. Because the data obtained in the study are mainly descriptive, non-parametric statistical techniques such as percentage, frequencies of numbers converted into percentages are used in the analysis. This helped to analyse the answers to the questions in the questionnaire and draw conclusion.

## X. Data Presentation, Analysis and Interpretation

### Research Question 1

How adequate is the college's collection of audio-visual materials?

**Table 1: Adequacy of Audio-Visual Material**

Response from Lecturer				
Response	Very adequate	Fairly adequate	Inadequate	Total
Frequency	7	3	0	10
%	70%	30%	0%	100

Table 1 shows that out of the 10 lecturers and professors studied, 70% of them stated that the college's collection of audio-visual materials is very adequate. The same question was given to students in another form what is the quantity of audio-visual resources in your college?

**Table 2: Adequacy of audio-visual materials**

Response from Students				
Response	Encouraging	Fairly encouraging	Not encouraging	Total
Frequency	63	15	2	80
%	78.75%	18.75%	2.5%	100

From the data obtained on research question I from students, a total number of 80 students were studied and 78.75% of the total number stated that the college's collection of audio-visual materials is encouraging, 18.75% said it is fairly encouraging and 2.5% not encouraging. Based on the number that responded to the question therefore, it is evident that students found the college's collection of audio-visual aids adequate and also the opinions of the lecturers and professors are in the same paradigm. The researchers observe the positive attitude towards the use of Audio-visual aids in the context of this educational institution. We discovered they have some audio-visual materials in the library which play very significant role in teaching learning process. There is also a language laboratory which is newly established for effective teaching of languages and language skills.

### Research Question 2

How often do lecturers and professors use audio-visual materials in teaching?

**Table 3: Frequency of Use**

Response from Lecturers & Professors				
Response	Often	Sometimes	Never	Total
Frequency	8	2	0	10
%	80%	20%	0%	100

The table for research question 2 indicates that a good number of the lecturers and professors Often use audio-visual resources in teaching. According to the table and the data collected, 80% of the lecturers often use audio-visual materials, 20 % of them sometimes used audio-visual materials. Therefore, it is concluded that the lecturers in the college often use audio-visual resources in teaching.

**Table 4: Frequency of Use**

Response from students				
Response	Often	Sometimes	Never	Total
Frequency	73	7	0	80
%	91.25%	8.75%	0%	100

The table for research question 2 indicates the outlook of the students, a good number of exposers often use audio-visual resources in teaching. According to the table and the data collected, 91.25% of the lecturers often use audio-visual materials, 8.75% of them sometimes used audio-visual materials. From the opinion of students, it is concluded that the exposers often use audio-visual resources in teaching.

### Research Questions 3

What types of audio-visual materials do lecturers& professors use?

Lecturers & Professors were asked how often they use the following A/V materials in teaching. The various alternatives for the question are:Very often = VO,often = O,sometimes = S and Never = N.

**Table 5: Frequency of Use**

Responses from Lecturers & Professors					
S/No.	Items	VO	O	S	Decision
1	Sound Projector	9	1	0	VO
2	Pictures/photographs	4	5	1	O
3	Chalkboard	7	3	0	VO
4	Magazines/Newspapers	4	1	5	S
5	Maps	3	2	5	S
6	Models	3	4	3	O
7	Slides	9	1	0	VO
8	Computer	8	2	0	VO

According to the data collected and analysed, the result from the responses obtained from lectures shows that sound projector, chalkboard, slides and Computerarethe A/V materials that is very often used. Pictures/photographs and models are often used, Magazines/newspapers and maps are used sometimesindicating that A/V materials are very often used in the college.



Students were asked how often lecturers and professors use the following A/V materials in teaching. The various alternatives for the question are: Very often = VO, often = O, sometimes = S and Never = N.

**Table 6: Frequency of Use**

Responses from Students					
S/No.	Items	VO	O	S	Decision
1	Sound Projector	69	9	2	VO
2	Pictures/photographs	16	18	46	S
3	Chalkboard	61	14	5	VO
7	Magazines/Newspapers	27	19	34	S
8	Maps	23	24	33	S
9	Models	27	36	17	O
10	Slides	67	10	3	VO
11	Computer	73	6	1	VO

The table above giving responses of students is showing that sound projector, chalkboard, slides, and Computer are the A/V material that is very often used. Models are often used, Pictures/photographs, Magazines/newspapers, and maps are used sometimes indicating that A/V materials are very often used in the college.

According to the above giving responses from lecturers, professors and students show that different kinds of A/V materials are very often used in teaching learning process. The rest are either often used or sometimes used but the number of those very often used surpasses that number of often used or sometimes used. It is not surprising because, in the present situation ICT plays a big role in education that is why besides chalkboard, sound projector, slides, computer and many other audio-video materials are the most fundamental teaching aids used by the exposers in the field of teaching learning process.

#### Research Question 4

What are the barriers to the use of audio-visual materials in the colleges?

The general factors which are affected to use the audio-visual aids in many institutions are non-availability of aids, financial constraints, supporting factors, maintenance, lack of proper training of the exposers, students' attitude towards learning, lack of awareness of their importance etc. On the basis of collected data and with the help of our keen observation we can conclude that the above-mentioned barriers are not juxtaposed for this institution. But there are some factors which are in a hidden form, such as financial and supporting factors.

#### Research Question 5

In the perception of lecturers, what benefits do students derive from the use of audio-visual aids?

The lecturers and professors get maximum pleasure when they observe that their students understand very hastily after using the teaching learning aids, students are very happy, their interest and motivational level is very high. They get some sort of self-straightness to do each and every task. Besides these, the students operate the aids by themselves. Now they are self-sufficient to operate them.

### Major Findings

The outcome of the findings on the above research questions clearly revealed that the use of audio-visual resources significantly impacts on the teaching and learning in Ramakrishna Mission Sikshanamandira. It was discovered from the findings that the impact of use of audio-visual resources on teaching and learning rests on the fact that they stimulate interest and improve learning. Agreeing with this, Dike (1989) opined that audiovisual resources do not only increase the motivation of the teachers and learners, they add clarity to the topic taught and make learning more interesting. The findings also revealed that AVs solve educational problems arising from population boom and explosion of human knowledge and they provide sources of information on every kind of learning thereby removing abstraction in teaching and learning. All the findings from the data collection support that audio-visual aids facilitate teaching learning process. Both the teachers and learners are benefitted from different audio-visuals materials in the classrooms. Audio-visuals make the teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can utilize the audio-visual aids prudently, the teaching and learning become effective.

### Conclusions

This study investigated that the audio-visual resources are very often used on the teaching and learning process in Ramakrishna Mission Sikshanamandira. The objective of the study was to determine the extent of impacts the use of audio-visual resources has on the teaching and learning in order to encourage its infusion into the learning curriculum of the institution. Conclusively, the study found out that this institution is using various types of audio-visual resources in teaching and learning and this has had significant positive impact on the teaching and learning.

### Suggestions

On the basis of above findings, it is clearly stated that audio-visual aids are very significant for the upgradation of any institution. Our suggestion is prevailing for the institutions those who are not using the audio-visual aids, if they will use these aids, their teaching learning process will be very sound and affective.

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