The Use of Teaching Aids in the Teaching of History in Secondary Level Schools

Tafajul Hoque, (Ph.D.) Department of Education
Education College, PO- Basantapur, Domkal, Murshidabad, West Bengal, INDIA

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Author
Tafajul Hoque (Ph.D.)

shodhsamagam1@gmail.com

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ABSTRACT

Upon close examination of secondary level school in Murshidabad it has been observed that in teaching history the use of Teaching Aids are below standard, minimal, and in majority cases totally absent irrespective of the schools being Government or private, rural or urban. The majority of teachers still depend upon the routine role of information giving without looking back whether their teaching is effective or not. The reason for this apathy of the teachers towards the use of teaching aids is the ineffectiveness of the aids, unavailability of audio-visual aids, management, financial and infrastructural hurdles. The current instructional processes in these schools are largely ineffective due to ineffectiveness of the teacher owing to the inappropriateness of the learning experiences. Therefore, the problem was undertaken by the investigator to study the use of teaching aids in teaching of History at secondary level schools in relation to management variation i.e. Government or private, location i.e. rural or urban, gender variation i.e. male and female teachers and type of school i.e. boys, girls & co-ed school.

KEY WORDS

INTRODUCTION

We are facing the challenges due to explosion of knowledge. Teachers must employ teaching aids in order to effectively impart the highest quality of knowledge with the least amount of effort and time. This is because teaching aids increase the efficacy of

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604

instruction. Teaching aids and audio-visual aids are thus additional tools that assist the teacher in establishing, defining, connecting, and coordinating a variety of concepts, interpretations, and appreciations. He is able to use them to make learning more tangible, efficient, engaging, motivating, meaningful, and vivid.

The Kothari Commission 1964–1966 stated that the employment of audio-visual aids should in fact result in an educational revolution in the nation. It went on to say that the provision of instructional materials to every school was crucial for raising teaching standards.

The use of teaching aids, particularly improvised aids, to make teaching-learning more effective and realistic has been heavily emphasized in the National Policy on Education, first published in 1986 and revised in 1992.

The Psychology behind the use of Teaching Aids

No matter what its aims or purposes, education requires learning. Learning is the adjustment of behavior brought about by a previous experience or action. The basic learning experiences or the input of learning have to reach the pupil through his/her senses. As such, the senses appear to be even more important than cognitive interpretative abilities for learning as there can be nothing in intellect which has not been transmitted through the senses.

The Definition of Teaching Aids

Teaching aids are resources that classroom instructors utilize to speed up their students' learning. A chalkboard is a simple teaching tool, but computer software is more sophisticated. Teachers use these tools to explain topics to kids with a variety of learning needs since every person learns in a different ways. The use of teaching aids is essential for educators since they help differentiate education for various sorts of students.

Importance of Teaching Aids

The use of teaching aids is crucial to the teaching-learning process. The lists of important instructional tools are provided below:

1. **Motivation:** In order for pupils to learn more effectively, teaching tools must motivate them.
2. **Clarification:** Teaching aids make it easier for teachers to explain the material.
3. **Prevention of Cramming:** Teaching tools can help students understand concepts clearly and prevent them from cramming.
4. **Expand Vocabulary:** Teaching tools make it easier for pupils to expand their vocabulary.
5. A living and engaged classroom is made possible through teaching aids.
6. **Direct Experience:** Teaching aids give schools direct experience.

Types of Teaching Aids

These days, there are a lot of aids available. These aids can be categorized as follows:

➢ Visual Aids,
➢ Audio-Aids
➢ Audio-Visual Aids

i) **Visual-Aids:** Visual aids are those tools that rely on visual perception. As an illustration, consider real things, chalk, blackboard, models, images, charts, maps, flash cards, a flannel board, a bulletin board, a chalkboard, an overhead projector, and slides, among other things.

ii) **Audio Aids:** The term audio aids refer to assistive devices that use hearing. Radio, tape recorders, gramophones, and so forth are a few examples of audio aids.

iii) **Audio-Visual Aids:** The term "audio-visual aids" refers to devices that help with both hearing and seeing. For instance, a television, a projector, movies, film strips, etc.

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605

Procedure

1. The instructor and students need to keep an eye out for pertinent programming. It is preferable to record the appropriate programme.

2. Present it and talk about how it relates to the course material.

3. Provide extra time for questions right after the programme is shown if it serves as the introduction to a specific lesson.

4. The instructor is required to preview the software and remark any discrepancies or mistakes.

5. Provide some biographical details about the participants as an introduction, as appropriate or necessary.

6. After all necessary preparations show the programme.

7. Schedule time force a question period.

8. At the end of programme students may be required to write short essay expanding on the topic of the programme.

Precautions

1. Remember that video-taped programme can stop if a question is raised and selected scenes replayed if necessary.

2. Video tapes can also be kept to be played at a later date as a form of review.

3. If all teachers in a particular school collaborate, an interesting, comprehensive school video file can be built up in a short time.

Importance of Computers as Audio-visual Aids

1. The computers can store and retrieve information, conduct statistical analysis of data, stimulate different situations, make graphs, charts and tables and display them effectively, assist in composing, editing, and formatting compositions, and communicating with other informational networks.

2. It can provide self paced instruction with easy access to enrich exercises or remedial work, if necessary.

3. It can raise student performance in both cognitive and affective domain.

4. As a motivational device, it can enhance interest levels and general positive attitudes towards school.

5. It can provide immediate feedback.

6. Computer can allow for improved student-teacher ratio.

7. Human weaknesses which interfere with excellent teaching techniques are negligible.

8. Content material is easily conveyed and learning of it is easily evaluated.

Objectives of the Study

1. Preparation of profile of Teaching Aids for History subject in the Secondary Schools under Murshidabad District.

2. To study the use of Teaching Aids in the teaching of History in the Secondary Schools in variation with Gender, Management, Locale, and type of schools (Boys/Girls/Co-ed).

Operational Definition

For the sake of ease of understanding the title of the study, the key terms have been defined in the following way:

➢ Secondary level schools-refers to the students of ix & x in the schools of Murshidabad covering both management and locale variation.

➢ **Audio-Aids:** It refers to teaching aids that facilities audio sense and encourage listening function in students for e.g. 'radio, recorder, gramophone etc.

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606

➢ **Visual Aids:** It refers to teaching aids that facilitate the visual sense and encourages the seeing function. E.g. the use of chalk board, charts, drawing, models, graphs, literature on mathematics etc

➢ **Audio-Visual Aids:** It refers to teaching aids that facilitate both audio and visual senses and encourages listening and observing functions. These aids involve more than one sense simultaneously .e.g. TV, Computer etc.

Rationale of the Study

The reason for this apathy of the teachers towards the use of teaching aids is the ineffectiveness of the aids, unavailability of audio-visual aids, management, financial and infrastructural-hurdles. Besides, the resourcefulness of the teacher and their preparedness to change, readiness to experiment and insight into the new role play a vital role in determining the effectiveness of an instructional programme which can be measured in terms of the extent to which the learning objectives are attained by the learner. The current instructional processes in these schools are largely ineffective due to ineffectiveness of the teacher owing to the inappropriateness of the learning experiences.

Reviewing the previous studies, it is found that rarely studies about the use of Teaching Aids in Teaching of History take place. Even considering gender, locale, management and type of school whether any study conducted or not on the use of Teaching Aids of History have not been found. That is why this is a most researchable area for the investigation. To cover this gap of research, this is a sincere and bold step from the part of the investigator.

Recommendation

This study was conducted in schools with very limited resources. It would be interesting to look at classrooms with different levels of resources to determine what sort of relationship exists between the numbers of aids available. In this study it was initially assumed that the teachers would be able to select and use teaching aids in the classrooms in a study has permitted the identification of a number of research problems and questions that should be addressed in the future. It would be useful to look at how teaching aids are being used in teaching of History at secondary levels schools.

Scope for Further Study

For further study considering large number of sample, same study may be conducted. Considering different aspects of History, Geography, Geometry, Algebra, Arithmetic, etc where teaching aids are not useful, further study may be conducted. In future, use of teaching aids may be compared to traditional or other methods of History teaching. In this case more experimental study may be conducted.

CONCLUSION

This study was designed to investigate the impact of using teaching aids in the History classes in secondary level schools. It has revealed that the participating schools attached significant importance for using teaching aids available in the classrooms. The schools made special places available for the storage of teaching aids and provided opportunities for teachers to acquire teaching aids and knowledge to use them effectively in the classrooms. Furthermore, it was evident from the results of this study that teaching aids are being used in a useful way to teach History in the particular classrooms. All the teachers had recourse for teaching aids and all the learners benefitted in some way. This said, the study has also revealed that not all the teaching and learning that went on with the use of the aids was optimal. Some aids proved better than others and some uses of aids proved more effective than others.

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608