

Instructional Material or Teaching Aid in Commerce

'Audio-Visual Aids', 'Educational Communication Technology', 'Audio-Visual Media', 'Learning Resources' and 'Instructional or Education Media', all these terms 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, educators coined new terms. More specifically media refers to films, filmstrips, recordings etc. The use of the newer terms like Educational Technology or instructional Technology is primarily due to the dynamic expansion of programmed learning, computer assisted instruction and educational T.V. This revolution in the field of audio-visual education is the outcome of the development in electronics, notably those involving the radio, tape recorder and computer.

DEFINITIONS

According to Bin-ton, "Audio-Visual aids are those sensory objects or images which initiate or stimulate and reinforce learning." According to Carter V. Good, "Audio-Visual aids are those which help in completing the triangular process of learning, i.e., motivation, classification and stimulation."

According to Edger 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 materials."

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." According to Kinder, S. James, "Audio-Visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic."

According to 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,"

Psychology of Using Teaching Aids/audio-visual aids in teaching, "Re-search done by Cobun (1968) indicated the following quantity of retention by the use of various senses:

1 percent of what is learned from the sense of TASTE.

1.5 percent of what is learned from the sense of TOUCH.

3.5 percent of what is learned from the sense of SMELL.

11 percent of what is learned from the sense of HEARING

83 percent of what is learned from the sense of SIGHT

IMPORTANCE/ADVANTAGES OF AUDIO-VISUAL

Commerce has a number of laws and theories in its subject. Students are prone to forgetfulness because of the abstracties complexities involved in these laws and theories. The rules and pr of commerce are complex and the students forget them very soon. Teaching aids help them to a great extent. They help in preserving rules and principles in their minds. However, the self-confidence students is increased with the help of teaching aids. Following main advantages of these aids:

1. Best Motivator: There is no benefit of learning without motivation, Audio-Visual aids create the interest of students and preserve them in their minds. The students can pay more attention to their with the help of these aids. They work with great interest and enthusiasm. Hence, teaching aids can be called the best motivators. Learning w motivation can serve no purpose. Audio Visual aids create and ma interest of students. Students become more attentive. They work w interest and zeal. Hence aids are the best motivators.

2. Supplement the Verbal Instruction: The teaching commerce involve the use of words which go beyond the experience students. Moreover too much verbalism become a drawback in process of learning. The teaching aid convey the same meaning as word mean. They give clear concepts and thus help to bring accuracy learning. This use is above the understanding of students. Too much of words keeps the learning process incomplete. Teaching aids completeness to this process. In this way, they create an element clarity in learning.

3. Develop Concepts, Improve Attitudes, Increase Interest: The audio-visual aids help in portraying the matter in true and rea form. There is something to see, hear and touch. This helps in development of proper concepts and improvement of attitudes. Clarify and understanding increases the interests of students. Teaching ais audio-visual aids arouse the powers of hearing,

seeing and learning this way they increase the interest of students by developing their conc behaviour They also increase their understanding and improve their

4. Make Learning Permanent: Audio-Visual aids motivate students. They clarify the concepts and improve the attitude of student. They create and maintain interest of students. As a result they enable students to learn faster, remember and retain longer.

5. Provide Variety: Students all the time have to listen to the lectures of teacher. They become passive listeners. Passivity lessen their interest. Teaching aids bring variety in the teaching learning process. Teaching aids provide different tools in the hands of students. The action gives a new base of life to the boring classroom routine. They give the students an opportunity to make use of many senses of knowledge. In this way, they finish the dryness of the classroom through variety.

6. Clear Images: Commerce involves a lot of abstraction. Hence aching aids help in forming clear images. When we see, hear and touch, our experiences are direct and concrete. These direct experiences are re or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

7. Give Freedom to Students: Generally teaching aids offer opportunities to students to handle and manipulate things. There is always a great scope for talking, laughing and commenting in a class where teaching aids are used. Under such free atmosphere the students work because they are interested in work. Teaching aids give the students an opportunity to touch the things and use them. In this way, it becomes possible for them to talk, laugh and criticise with freedom. Hence we can say that teaching aids give maximum freedom to all students. They can do more work in this free atmosphere.

8. Make Commerce real, interesting and life like: There are many inaccessible projects and phenomena in commerce too. It is not possible for student to see them. Teaching aids bring reality and life in the teaching. Commerce generally give abstract and technical knowledge. Students find no interest in it. Teaching aids add zest and vitality in the teaching of commerce. They make commerce a real living science.

9 Retentively: Audio-Visual aids contribute to increase retentively as they stimulate response of the whole organism to the situation in which learning takes place.

10. Based on maxims of teaching: The use of audio-visual aids enables the teacher to follow the maxims of teaching like 'concrete to abstract', "known to unknown" and "learning by doing".

11. Helpful in attracting attention: Attention is the true factor in any process of teaching and learning. Audio-Visual aids help the teacher in providing proper environment for capturing as well as sustaining the attention and interest of the students in the classroom work

Integration of Teaching Aids in Teaching Learning Process

Teaching aids to instructions refer to the material of teaching which are intended to effect learning through means other than mere reading a printed page or listening to spoken words. But the mere use of audio visual aids does not guarantee effective learning. The aids must be adapted to the intellectual maturity and the previous experiences of the pupils. These must be integrated into the classroom teaching. The teacher should be familiar with the advantages and limitations of the aids. Otherwise a poorly planned use of audio-visual aids may reduce the effectiveness of teaching.

Aids are never meant to replace the oral or written methods of teaching; neither can they substitute direct experiences. They are meant to supplement and enrich the usual method of teaching. Aids also vary in their effectiveness according to the degree of reality. C.D. Jayne came to the conclusion that the teacher must not assume that the visual experience is so effective that other types of experiences should be eliminated. For effective learning there should be a proper integration of different type of experiences in teaching aids. Teaching aids should be presented in logical sequence.

Principles of Teaching Aid

1. Aids are designed not to replace but to supplement a systematize verbal and written communication.
2. Aids should be simple and brief.
3. It must be big enough to be seen by all the students.
4. Aid should be realistic, meaningful and interesting.

5. It must be prepared and planned in advance.
6. It should be properly selected according to the physical mental level of students.
7. Aid should be colourful and should have direct impact on the lesson.
8. Aid should be according to the interests of students and teacher should not impose it on students.
9. Variety of aids should be used.
10. Direct participation by the students must be encouraged and ensured.

Problems in the Use of Teaching Aids

There are several factors which make hindrance in the use of teaching aids in the classroom by the Commerce teacher.

1. The lecture method is still used by most of the teachers in the classroom;
2. Most of the teachers do not take burden to make or have teaching aids from the market that relevant to the topic o commerce;
3. Teachers are yet to be given proper training in the use of teaching aids;
4. The proper use of teaching aids increases interests but improper and less related use of teaching aids to the topic does not have more influence among the students;
5. An absence of proper planning of the teaching aids by the lan teacher cannot create the real impact on the perception power of the students;
6. Most of the schools are not financially sound. They are not in a position to purchase more teaching aids;

Types of Teaching Aid

For the purpose of convenience, we can classify the aids into two types of categories:

Non-Project Aids:

- (a) Graphic aids: charts, diagrams, maps, picture, posters, cartoons and flash cards etc.

(b) Display boards: Black boards, Bulletin boards, Flannel board etc.

(c) Dimensional aids: Models, objects, puppets, specimens and diagrams etc.

(d) Activity aids: Dramatics, field trips, programmed instruction etc.

Projected Aids:

Films, Filmstrips, Slides, Overhead Projector etc.

We can also classify teaching aids as:

(a) Visual aids: Slides, Models, Graphs, Charts, Pictorial material, Maps and Film Strips, Overhead Projector (OHP).

(b) Audio aids: Tape recordings, Radio, Phonographic disc.

(c) Printed aids: Books, Periodicals, Newspapers.

(d) Audio Visual Aids: Motion pictures, Television, Dramatisation.

PRACTICE SETS AND WORKSHEETS

The worksheets are the tools for assessing if the children have understood the concepts done in the class. They are not meant to introduce the topic. It would be preferable that children do the worksheets their own. The actual activity should be done by the children themselves. If the child is unable to do a particular activity of the worksheet, it does not always mean that he/she does not know the concept. However it would be beneficial to find out what he/she has not understood and give him/ her more practice for the same. Practice sets include a list of questions which the child has to practice so that what he learnt in the class can be understood in a better way with practice.

The worksheets and practice sets are given to the students so that they can utilise their extra time by doing these practice sets and worksheets and gain better understanding of the concepts. These should be according to the level of the student and create interest of the child in the studies. These should be practiced in a time bound situation so that the understanding of the child can be assessed properly. These are mainly used in the languages because there students need lot of practice in understanding the grammar etc.