



## Effective Use of Teaching Aids for Communication

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### Abstract:

Communication is perhaps one of the most hyped words in contemporary culture. It encompasses a multitude of experiences, actions and events, as well as a whole variety of happening and meanings, and technologies too. This, a conference or a meeting or even a mela or procession is a 'communication event', newspapers, radio, video television are 'communication media', phones, pagers and email are 'communication technologies, and journalists, advertisers, public relations personnel, and even camera crew and new-readers are 'communication professionals'. Further, the contemporary period has come to be labelled variously the 'Information Age', the 'Communication Age', and most recently, the cyber or Networking Age. Communication its original association first with means of transport later with transmission.

**Keywords:** *Information Age, Communication, Teaching ads, Technology, Media, Radio, Video, Television.*

### Introduction:

"Communication is perhaps one of the most hyped words in contemporary culture. It encompasses a multitude of experiences, actions, and events, as well as a whole variety of happenings, meanings, and technologies too. This, a conference, a meeting, or even a mela or procession is a 'communication event', newspapers, radio, and video television are 'communication media', phones, pagers, and email are 'communication technologies, and journalists, advertisers, public relations personnel, and even camera crew and new-readers are 'communication professionals'. Further, the contemporary period has come to be labelled variously as the 'Information Age', the 'Communication Age', and most recently, the cyber or networking age. Communication has its original association first with means of transport and later with transmission. e. It encompasses a multitude of experiences, actions, and events, as well as a whole variety of happenings, meanings, and technologies too. This, a conference, a meeting, or even a mela or procession is a 'communication event', newspapers, radio, and video television are 'communication media', phones, pagers, and email are 'communication technologies, and journalists, advertisers, public relations personnel, and even camera crew and new-readers are 'communication professionals'. Further, the contemporary period has come to be labelled variously as the 'Information Age', the 'Communication Age', and most recently, the cyber or networking age. Communication has its original association first with means of transport and later with transmission.

### Meaning and Definition of Communication:

The English word communicating is derived from the Latin word 'communis'. The term closely related to communication also includes community, communal commonality, communalism & communism. The close Indian language equivalent to the original



concept of communication is 'Sadharanikaran'. Communication, in its simplest sense, is a human relationship, involving two or more persons who come together to share, to dialogue and to commune, or just to be together say at a festival or a time of mourning. Interaction, interchange, transaction, dialogue, sharing, communion and commonness are ideas that crop up in any attempt to define the term communication. The Sanskrit term 'Sadharanikaran' in Bharata's Natya Shastra comes closed to the sense of common or 'Commonners' usually associated with communication. Sadharanikaran is a social process which can be achieved only among Sahridayar, people with a capacity to receive messages.

### **Types of Communication:**

Communication has been classified into several types: in terms of the verbal and non-verbal, the technological and non-technological, the mediated and non-mediated the participatory and the non-participatory and so on.

#### **Intrapersonal communication**

Intrapersonal communication is individual reflection, contemplation and meditation.

#### **Interpersonal / face-to-face communication.**

Interpersonal communication is direct - direct face - to - face communication between two persons. Wimal Dissanayake: 'Asian Theorier of Communication', in Media Development, 1983(2) p.9. According to Buddhism, the four social emotions that should guide interpersonal communication are Metta (loving kindness), Karuna (compassion), Mudita (sympathetic joy) and Upekkha (equanimity)

### **3. Focused and unfocused interaction.**

Focused interaction, on the other hand, result from an actual encounter between two persons. An unfocused interaction usually is set off by eye contact. The meeting of eyes indicates that both partier are willing to have an interpersonal exchange.

#### **Group communication.**

Group communication shares all qualities, though in a much less measure.

The theatre, religious services, dance performances, carnivals, the Kumbh Mela, Rama-Lila, Rasa-Lila and other Flok events are examples of Group Communication.

#### **Mass communication:**

Group communication has now been extended by the tools of mass communication books, the press, the cinema, radio, television, video and internal. Mass communication is generally identified with these modern mass media. Newspaper, transistors, films and television are still beyond the economic reach of the majority of our people. Traditional community media like the keertan and Yakshagan, and the whole treasure house of folk song, folk dance and folk theatre are the real organs of mass media in India.

#### **Mass-Line Communication:**

Mao, Zedong, who Ledhe Chinese cultural Revolution, used a type of communication to talk to the masses. He termed it 'mass-line' communication. Mahatma Gandhi too employed similar type of communication.

#### **Interactive Communication:**

Communication via the 'new' media such as video, cable, videotext, teletext-video on demand, Tele-shopping, computers and the internet is visually termed interactive communication, Telecommunication based services such as telephones, pagers, cellular or mobile phones, electronic mail are considered to be 'interactive'.



### **Teaching Aids:**

Play a vital role in conveying knowledge in formal & non-formal education. They have a special, relevance to the Indian situation. In a large, developing country like India teaching aids can play a vital role in making education a reality for the large masses of illiterates in rural & urban areas. They help students from different educational & social backgrounds, aspirations, learning styles and environments to understand and group knowledge quickly.

They can improve the quality of education and maximize learning. Verbal explanations, besides catering to the learners having homogeneity, are basically abstract and so are not easily grasped and retained. Teaching aids help to create a dynamic learning environment, by shifting emphasis from the spoken word to an instructional methodology dependent on communication media. They have a dash effect on the learner's mind.

All teaching aids are educationally sound; only their selection should be carefully made. made on the basis of the specific sociocultural and economic situation. Some are excellent for the individualized approach, and some for the group approach, while still others will cater to the mass communication approach effectively. Modern-efforts for mass education require the use of new communication technologies. Such as motion pictures, video films, and television broadcasts, which can provide enormous range and types of visual resources to the teacher. Furthermore, they help to overcome the problem of abstractness and barriers of time; radio and television broadcasts provide the latest news and help students to keep step with the knowledge explosion. They also help to raise the availability and quality of human resources. However, they cannot supplant a teacher, or solve the problem of individual differences. They require more time, money, and energy in their production and use. If they are poorly produced, they can present grave misconceptions, and since they require technical skills for preparation, an ordinary teacher cannot prepare many of these. Students also tend to become passive and stop looking for themselves.

Various teaching aids depend primarily on one or two senses—vision, hearing, touch, smell, and taste, No one aid can be recommended for all the types of learning and for all the types of learners.

### **Barriers to Communication & Role of Teaching Aids.**

#### **1) Barriers of Space and Time:**

Architecture used in houses in other parts of the country can be explained with models and photographs. Costumer of previous centuries can show the dress of the people at that time.

#### **2) Inadequacy of Language:**

Nutrition can be taught with the help of charts, diagrams, models, and object to student who do not follow the language of teacher.

#### **3) Lack of common Experience between a Teacher and Students and among students themselves:**

On expert in textiles can explain terms like bias, names of various fibers and weaves through charts and specimens. Students belonging to urban and rural areas and coming from various socio-economic levels can be explained colour harmonies in home and furniture arrangements with the help of models, pictures and photographs.

**4) Lack of Motivation:**

Students can be motivated to learn about diseases, their causes and diet with the help of a flannel board story.

**5) Inability to Understand abstract Ideas:**

Mother-daughter relationship and tacking of difficult children such as those who are shy, aggressive or fearful, can be explained with the help of films and video tapes.

**6) Low mental Ability to follow New and Complex Ideas:**

Drafting of a dress can be made easier with the help of a diagram, pattern and model and planning of a kitchen can be explained with the help of various floor plans.

**7) Unviability of Direct Experiences even when:**

Available - Instead of real rarier, charts can be used to explain steps in matricate embroidery. Teaching aids help to provide many direct and vicarious experiences which can help to solve the following problems --

**Forgetting,**

**Verbalism,**

**Individual differences among the students.**

Individuals need to remember many things for either a short or a long time to be able to make use of them in the application of knowledge. New, complex and abstract things are easily forgotten. Teaching aids can reduce this problem. Insufficiency of understanding is seen for exam unlvn students indulge in verbalism which means use of words without understanding. This is more among children and youth who are having entirely new experiences and where language is a barrier.

India is a land of diversity, students with heterogeneous family backgrounds, mental ability and experiences are likely to form the school population. A teacher need to build a common platform to have correct concept development and in this regard teaching aids can help to upgrade deficient backgrounds and provide repeated and slow speed experiences for slow learners.

**Types of Teaching Aids:**

**The teaching aids can be classified as: -**

- 1) Three - dimensional aids
- 2) Displays
- 3) Projected Aids
- 4) Audio aids
- 5) Graphic Aids

**1) Three-dimensional aids:** Direct purposeful experiences are not always available and it available are not always usable or applicable in making the teaching very effective. The real things are too large or too small for easy handling.

In some circumstances contained experiences help to simplify teaching by editing the realities. Some complicated or distracting details are omitted and some new ones are added and the sizes are changed for the sole purpose of better understanding of the original things such



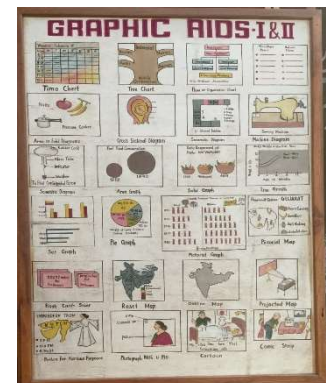
contained experiences are provided through objects Specimens, models, mock-ups, mobiles & puppets.

**2) Displays:** Displays, depending upon the types of the display materials can be arranged with the help of insulex or soft board, perforated, magnet or chalk board of glass or painted wood, showcases, tables, stands or blocks. A display usually involves a careful and attractive arrangement of materials which maybe two dimensional or three dimensional. A single display can have materials of both dimension.

**3) Projected Aids:** Projected aids are projected on a screen with the help of a projector or a video cassette player. They include films, television, video tapes, filmstrip, slides, transparencies and objects used with epidiascope. Majority of the aids of this group are associated mostly with entertainment but their production and use are experimented successfully in many subjects as they present life like situations. Projected aids are comparatively expensive and do present many administrative, technical and mechanical problems as they require use of projectors, screens, special seating arrangements in a dark room. Electricity and special storage Technical and specialized knowledge and equipment are needed to prepare many of the aids of this group.

**4) Audio-aids:** Audio aids primarily depend on our sense of hearing to transmit the message. There is great scope for promoting learning through audio materials as students are used to listening.

**5) Graphic aids:** Graphic aids include two dimensional, flat materials which communicate facts, ideas and relationships clearly through words, line drawings, symbols and pictures. They reduce the amount of verbal talking and present information in a systematic manner. They are comparatively inexpensive and are easy to make, use, carry and store. Many of them publicise educational ideas and so are good mass communication media. Each aid under this group also has its own principles of preparation and use.



### The value of AIDS :

A good aid helps to overcome the limitations of word-only communication. It should appeal to as many senses as possible at one time.

### Aids :

- Form a focal point and attract attention Arouse interest;
- Invoke co-operation.
- Challenge the limits of a learners ability.
- Supplement description and help to explain words.
- Give an accurate impression of the concept
- Illustrate Relationship.
- Promote retention and memory.
- Stimulate imagination.
- Consolidate what has been learned.
- Save teaching time





The overall function of an aid is to supplement the teacher exposition and to help him overcome the limits of verbal communication. The aid should provide a shared experience which cannot be conveyed vividly and realistically purely by word of mouth. Generally, the use of aids goes some way to providing a stimulating classroom environment promoting a desire to learn and enlivening teaching. Use the right aid, at the right time, in the right place, in the right manner is utmost-essential.

#### **Advantages of Teaching aids :**

- Larger groups may be involved.
- Cost per person is relatively low for larger groups. Demonstration time is reduced.
- Form and content of lesson is varied.
- Information is more readily disseminated.
- Replay can be immediate.
- Management of resource material is straight for word.
- Facilitate perception, transfer of training reinforcement and retention.
- Aids are cheaper than field trips.
- Eliminate safety hazards relating to actual equipment.
- Avoid need for actual equipment.
- Enable instructor to preview rehearse lesson in advance.
- are better prepared and presented than much classroom teaching.

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