

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Effective and rapid communication is one of the characteristics of the modern age. The potentiality and importance of the communication methods and media have been realised and recognised by every civilized community. Teacher is the hub of the wheel of education programme. Hence, it is desired that teacher should be well equipped with the modern methods of communication process in teaching for better performance in the field of education. How far are they trained and prepared effectively in the skills of communication through the audio-visual training programmes is the target of this study. In other words the purpose of this study was to do a critical evaluation of the organisation of audio-visual education training programmes in the secondary teacher training colleges in the country with the following points in view :

1. Identification of the objectives of the audio-visual education training programmes adopted by the teachers colleges.

2. Identification of defects in the present organisational pattern of the audio-visual training programme.
3. The appraisal of the present audio-visual education programmes on the basis of objective criteria.
4. Need and scope for improvement in the present audio-visual education training programmes in the teachers colleges of India.

All the 247 teachers' colleges in the country upto the year 1965 were included in this study. From the preliminary inquiry it was found that ninety three colleges were not having audio-visual education training programmes. Hence, omitting these colleges from the total of 247 colleges, the rest of 154 colleges were included in the population of this study.

The questionnaire was developed for the head of the audio-visual education department/section or the person in charge of the programme. Questionnaire was pre-tested before finalisation. It was printed on different coloured papers to distinguish the different heads or parts of this study. The questionnaires were mailed with necessary enclosures to the respondents through the Principals of their colleges. All the possible courtesy efforts were made to obtain the maximum responses.

SUMMARY

Responses. From the total number of respondents as many as 51.3 percent colleges responded to the questionnaire. Out of these

colleges operating the audio-visual education training programmes 8.86 per cent are offering special training, 73.42 per cent are offering general training and 17.72 per cent are offering both the types of training in the field. It clearly shows that most of the colleges are operating general training programmes in audio-visual education in the country.

Objectives of the Audio-Visual Education Training Programmes

Almost all the colleges aim primarily at acquainting the teachers with various modern tools of teaching techniques i.e. audio-visual aids. The colleges also generally aim at imparting general training in audio-visual education. The objectives such as research and publication, follow-up, production and extension services are observed by a very few number of colleges. It indicates that the audio-visual education training programmes are not yet developed enough to proceed beyond the level of general training.

Organisation of Audio-Visual Education Training Programmes

The organisation includes syllabus, staff, audio-visual aids and equipment facilities, selection of candidates for the special field, examination, research and publication in the field, budget etc.

Curriculum. The curriculum construction is reported in two senses : internal instructional programme and syllabus outlines.

In the former sense it is generally done by the Principal and the Head of the departments in most of the colleges but in the latter sense university committee or the Board of Studies is reported to be responsible.

Planning of the course out-line in details is done by 36 colleges (46.15%) out of 79 colleges. Amongst these colleges planning the course out-line, 60 per cent of the colleges are university sponsored, 51.61 per cent are the Government and the 40.47 per cent are the private colleges. It shows that university colleges have accepted the responsibility of this activity to the highest extent while the private colleges are lagging behind. On the whole more than 50 per cent of the colleges are not planning the course out-line in details. However, amongst the colleges planning the course out-line, 28 (41.79%) colleges plan it on the basis of proper availability of the required facilities at the time of teaching the respective unit to the trainees. But, 14 colleges (20.89%) synchronise the training programme with the activities of the extension agencies and 13 colleges (19.32%) follow the course out-line prepared by the university.

Most of the colleges (78.58%) do not revise the course out-line. Within 21.42 per cent of the colleges revising the course out-line, most of the colleges do this activity irregularly or occasionally.

As few as five college revise the course out-line on the base of changing needs of schools and community and four colleges

consider the latest developments in the field.

Staff. It is found from the data that there is an acute shortage of the qualified and experienced staff in the field. Very few colleges are having the post of professor and or Reader in the field. Only 18 colleges out of 79 colleges reported to have the lecturer in audio-visual education. Generally the lecturers in physical science are dealing with this subject. Similarly, there is a dearth of qualified operational staff also. Very few colleges are having Artist, and Projectionist. They are generally having only workable field experience but no required qualifications.

It is also found that the respondents expected the most ideal qualifications and experience for the staff of audio-visual education. But the availability of such qualifications and experience with the existing staff seems far from their expectations. It indicates therefore, a gap between the expectations and the reality. The staff in the prevailing conditions may be considered to be under-qualified. Looking to their work-load it is found that the staff is more engaged in other work than the work of audio-visual education. The work-load varies from 15 hours in case of higher cadre of teaching staff to 26 hours in case of operational staff in the Department.

Topics for Theory and Practice Training. Most of the colleges (~~about~~ 90 per cent) included the topics of introductory nature in theory teaching and operation and handling of projectors(16 m.m.

film projector, filmstrip projector etc.) and preparation, selection and proper use of simple visual materials in classroom teaching in the practical training.

Some topics such as : Organisation and administration of audio-visual instruction programmes, maintenance of audio-visual library, Testing the results of audio-visual instruction in the class-room, Research methodology in audio-visual education, Principles of utilising plays, sociodrama, role-playing, mock-ups, and recorded tapes etc. in teaching are taught in theory by less than 25 per cent of the colleges.

Similarly, in practical training the items such as (1) Writing the script for school broadcast, Tape, P.A. Equipment programmes, (2) Press materials (circular letters, Newspaper, Pamphlet, Folder etc.), (3) Practical training in operation and handling of overhead projector, camera, recording and playback equipment, silk screen and duplicating equipments (4) Minor repairs of equipments are also included by less than 25 per cent of colleges.

Off-campus. Only eighteen colleges (22.78%) out of 79 include off-campus training programmes. The duration of such visits or off-campus training is one day in most of the colleges. Some colleges keep six to seven days duration also. All the colleges doing off-campus activity found it useful for effective

training. But thirty colleges (38.10%) opined that such visits are desirable in the audio-visual education training programmes though they are not actually doing. The importance of this activity is recognised by the colleges operating this programme. Most of the private colleges keep film shows after a period of one month and keep no regular schedule of it. While most of the Government colleges keep weekly film shows. Most of the colleges exhibit the films of practical nature, i.e. showing the techniques of producing simple visual materials in teaching and use of motion picture in class-room teaching. Some theoretical films on audio-visual education are shown by less than 30 per cent of the colleges. It is found that the highest number of the colleges (36) obtain the films from United States Information Services on loan for exhibition. The second important source is the State Department of Audio-Visual Education and Publicity Department, and the third highest is British Information Services. Eleven colleges obtain the films on loan from the Central Film Library, Delhi.

As many as 95.33 per cent of colleges prefer science graduates for admission in special field of audio-visual education and 90.47 per cent of colleges prefer hobby of photography, painting, decorative arts, music, picture collection, film viewing, drama etc. More than 75 per cent of colleges prefer field experience or other professional experience allied

to the field of audio-visual education. The methods of selecting the candidates are not mentioned by majority of the colleges. It is found from the available data that they give free choice to the candidates for selecting the optional field. Some colleges keep interviews and tests for the selection of candidates for special field.

Examination. Among 58 colleges giving general training in the audio-visual education, very few colleges assign marks for both theory and practicals. Most of them prefer to limit the marks in the range of 1 to 10 for theory and practicals respectively. But very insignificant number of colleges assign marks in the range of 1 to 40 for theory as well as practicals.

Among the other colleges giving special training, most preference goes to 21 to 40 marks for theory and 1 to 20 marks for term paper. For practicals the most preferred range is 1-10 marks.

Availability of Audio-Visual Aids and Equipment. More than 50 per cent of the colleges are having the following audio-visual aids such as : Charts and Graphs, Models, Pictures, maps, Diagrams, Filmstrips, Slides, Posters, Specimens, Photographs, objects, Flash-cards, 16 m.m. motion pictures (films), Bulletin boards, sketches and Flannel graphs. Less than fifty per cent

of the colleges are having Pamphlets, Folders, Cartoons, Dioramas, Circular letters, Puppets, Flip books, Recorded tapes, Peg-boards etc.

Research and Publication in the Field. Research and publication in audio-visual education were found to be rare activities with teachers colleges. This activity is not yet recognised as an integral part of the programme.

Budget. For equipment and facilities, most of the colleges spent between Rs. 100 to 1000 and a few colleges spent between Rs. 1000 to 2000, during the last five years.

The budget for the items such as: Resource persons' allowances, staff salary and other off-campus activity allowances, repairs and up-keep of the vehicle, staff development (special training in India or abroad) is not mentioned by the colleges. Hence, the budget for audio-visual education seems to be very inadequate.

Follow-Up of the Training Programme

A very few number of colleges were found doing appraisal of their training programmes by having follow-up activity.

Over-all Assessment of Performance by Teachers Colleges

This study mainly aimed at evaluating critically the organisation of the audio-visual education training programmes in the teachers' training colleges in the country. The data

were collected, analysed, and interpreted accordingly. The evaluation was done according to the evaluation rationale developed. The colleges operating this programmes were classified into five different groups on the basis of the objectives of their training programmes. The groups were made according to the objectives such as: Colleges aiming at imparting general training, special training, production of audio-visual aids, and extension services, research and publication in the field and follow-up. Further, the criteria were developed with the expert consensus and on the basis of the available current literature to categorise the colleges into three categories such as very satisfactory, satisfactory and unsatisfactory in terms of fulfilling the requirements for the achievement of the respective objective. On the basis of these criteria it was found that only 20 to 25 per cent of the colleges are giving very satisfactory general and special training in audio-visual education. Majority of the colleges i.e. only 50 to 60 per cent are imparting the general and special training at the satisfactory level.

Few colleges reported doing production and extension services, research and publication in the field and follow-up of the programme. Production of audio-visual aids and extension services in the field is done at the satisfactory level by one Government college and one University college. Follow-up activity

is done satisfactorily by one college under the Government sponsorship. Finally, on the basis of the results of this evaluation, the colleges were grouped into the five different grades. A list of the requirements for each grade was determined with the expert consensus.

No college was found into 'A' grade i.e. none of the colleges could fulfil all the requirements asked in the inquiry at a very satisfactory level. About 6.45 per cent Government colleges, and 2.38 per cent private colleges come under 'B' grade i.e. general and special training are at a very satisfactory level and any one of the remaining three activities at a satisfactory level. 19.35 per cent Government colleges, 50 per cent university colleges and 19.04 per cent of private colleges come in 'C' grade i.e. only general or special training is given very satisfactorily. As many as 54.85 per cent Government colleges, 50 per cent university colleges and 54.78 per cent colleges come under 'D' grade i.e. imparting only general or special training in audio-visual education satisfactorily. It shows that most of the colleges operate the programmes to give general or special training in audio-visual education satisfactorily in the prevailing conditions in the country. As few as 19.35 per cent Government colleges, and 23.80 per cent private colleges come

under 'E' grade i.e. imparting special and/or general training in the field below satisfaction.

Compared with the developments in the advanced countries in the field of audio-visual education, the audio-visual programmes in India are still in the initial take-off stages. The fact of the matter is that the process of education is highly related to the socio-economic position of a country. There is an inevitable impact of the total social system on the education system and its various phases. If a continuum of socio-economic and educational evolution is prepared, the characteristics of society and education in the developed and underdeveloped countries become obvious. The Figure 8 reveals the position of teaching and learning on such a continuum and one finds that the use of audio-visual aids is least in the underdeveloped countries with traditional societies, static pattern of life, and poor media of communication. This is applicable to the teachers colleges in India. Hence the main finding^{is} that the audio-visual training programmes are underdeveloped in India and it is supported both by the data and the logic of socio-economic evolution of the countries.

CONCLUSIONS

Besides the findings summarized above, the conclusions drawn from the study are as follows :

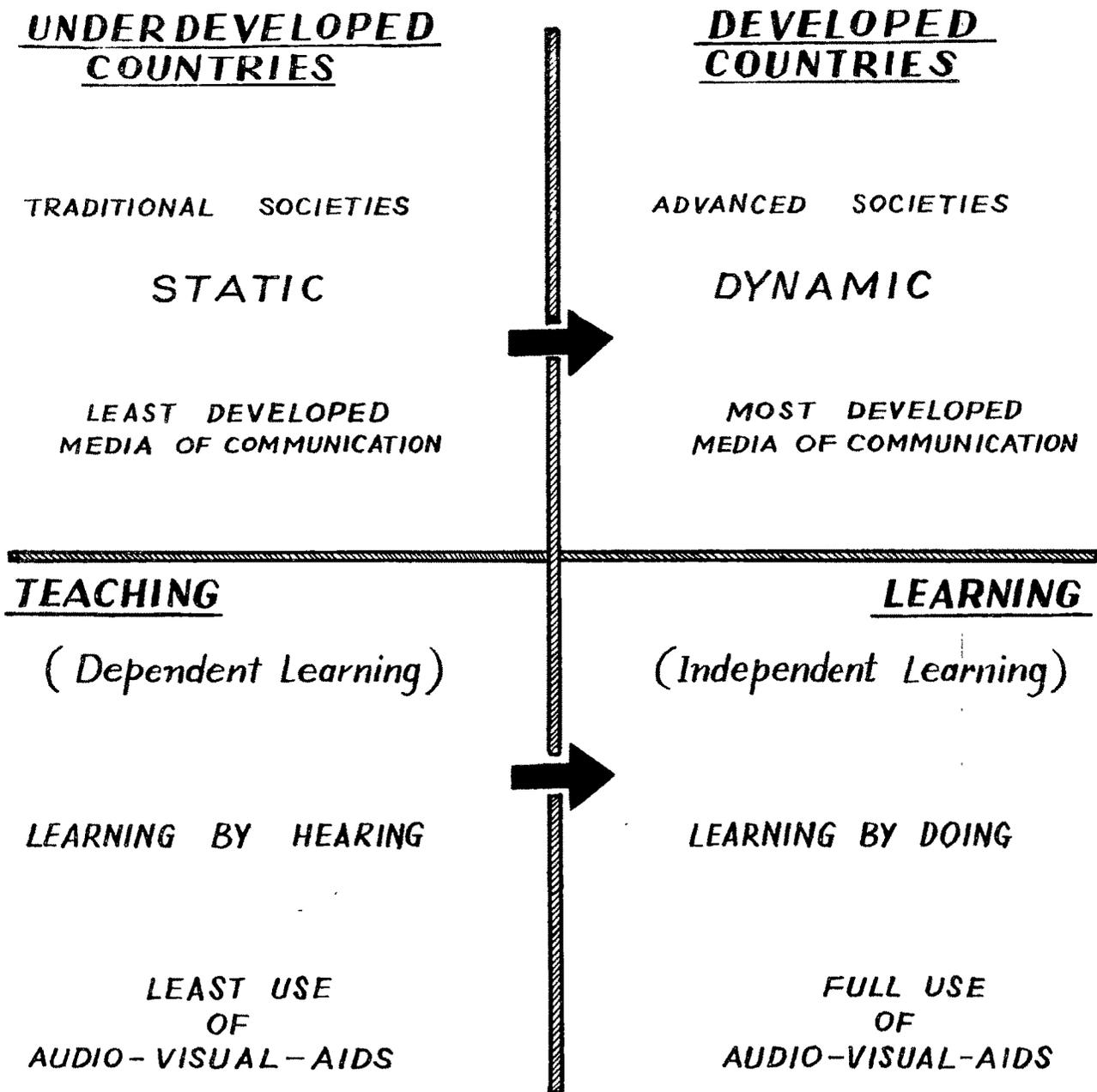


FIGURE-8

PLACE OF AUDIO-VISUAL-AIDS IN TEACHING LEARNING CONTINUUM

1. The teachers colleges are in the initial stages in the movement of audio-visual education in India. Most of them are able to fulfil the limited objectives of the training programmes of the general nature at the rudimentary level.
2. The curriculum of the audio-visual training programmes is still inadequate in most of the teachers colleges. It is neither planned in details nor frequently revised by them to include the current trends in the field of audio-visual education.
3. No unit or department of audio-visual education in the colleges have the fulfilled staff. The post of professor in audio-visual education is rarely filled in any department sponsored by Government, university or private body. In most of the colleges the lecturers in physical science are in-charge of the audio-visual education units and they teach this subject. Even the available staff in audio-visual education department is engaged partly in the activities other than audio-visual training programmes.
4. The topics taught in the theory of audio-visual education are of quite elementary or introductory nature. More stress is given on the preparation and use of simple visual aids. The topics of specialised nature are covered to some extent in the special field training. A limited practical experience is given in the field. The practical training in preparation of simple visual aids and practice in handling and operation of the projectors such as 16 m.m. film projectors, filmstrip projector, epidiascope etc. are given by most of the colleges. The training in preparation of lesson plans based on teaching methods through audio-visual aids is lacking in most of the colleges. An

adequate off-campus training in the audio-visual education programme does not exist in any institution. The film-shows are not regularly arranged though the facilities for the same are adequately available in the departments of audio-visual education. The foreign agencies such as the United States Information Services (U.S.I.S.) and the British Information Services (B.I.S.) are contributing to the activities of audio-visual education by giving the films on loan to the colleges.

5. The audio-visual education departments are having some equipments but they are not fully utilized. The facilities like audio-visual laboratory, work-shop, dark-room, museum, etc. are rarely available. The inadequate staff, budget and lack of technical services for repairs and full maintenance are the main handicaps in full justification, of the available equipments and facilities.
6. The science graduates with some allied experiences in the field are generally preferred for audio-visual education as a special field. But most of the colleges prefer even the science graduates only, without such experiences in the field for special training. No specific method is followed for selection of the candidates for audio-visual training programme general or special.
7. Inadequate weightage is given to audio-visual education in the annual examination. No separate paper is offered for audio-visual education. Generally, a few questions are included in the paper on special methods or on current problems in education.
8. The budget provided for this field in the colleges is quite inadequate.

9. The appraisal of the training programmes and the follow-up of the teachers trained in the field is almost lacking in the colleges. Very few colleges conduct them superficially and occasionally.
10. The data reveal a distinct comparison in the status of the audio-visual education programmes in three types of colleges sponsored by Government, university and private bodies. The university colleges excel on the whole in offering a satisfactory type of audio-visual training programme. The colleges sponsored by the government and the colleges sponsored by the private bodies can claim the next position of satisfactory status in the field.

In brief, audio-visual education training programme has not yet received a due weightage in the colleges of teacher education. There is a lack of vigour and vitality in the movement of audio-visual education training programmes in the whole country. This has caused a great handicap in the development of modern methods and media for the enrichment of school programme in India.

IMPLICATIONS

As a result of this, two major types of implications are evident :

- I. To suggest the measures needed for improvement of the audio-visual training programmes in India;
- II. To point out the areas of further research on unanswered questions or issues revealed by this study.

Measures for Improvement

Improvement in the quality of audio-visual training programmes in the teachers colleges of the country depends mainly upon the active role and substantial contribution to the field of audio-visual education by the Government both at the national and state levels; by universities and teachers colleges and by the professional organisations as well as the private business concerns. It may be worthwhile to suggest some measures for the improvement of the audio-visual training programmes for each agency mentioned above.

A. National Level

1. All India policy for the development of audio-visual education should be framed by the Ministry of Education and all the possible efforts should be made for its effective implementation in the teachers colleges in different States.
2. The All-India clearing house of audio-visual information should be established or attached with the Department of Visual Education, NCERT, Delhi which may very promptly pass on the informations in the field to the teacher education institutions and may also send a feed-back to the top level policy-makers. The model of communication channel is shown in the Figure 9.
3. Special grants should be awarded by the Central Ministry of Education for the development of audio-visual education in teachers colleges where the foundations for the programme are already existing.

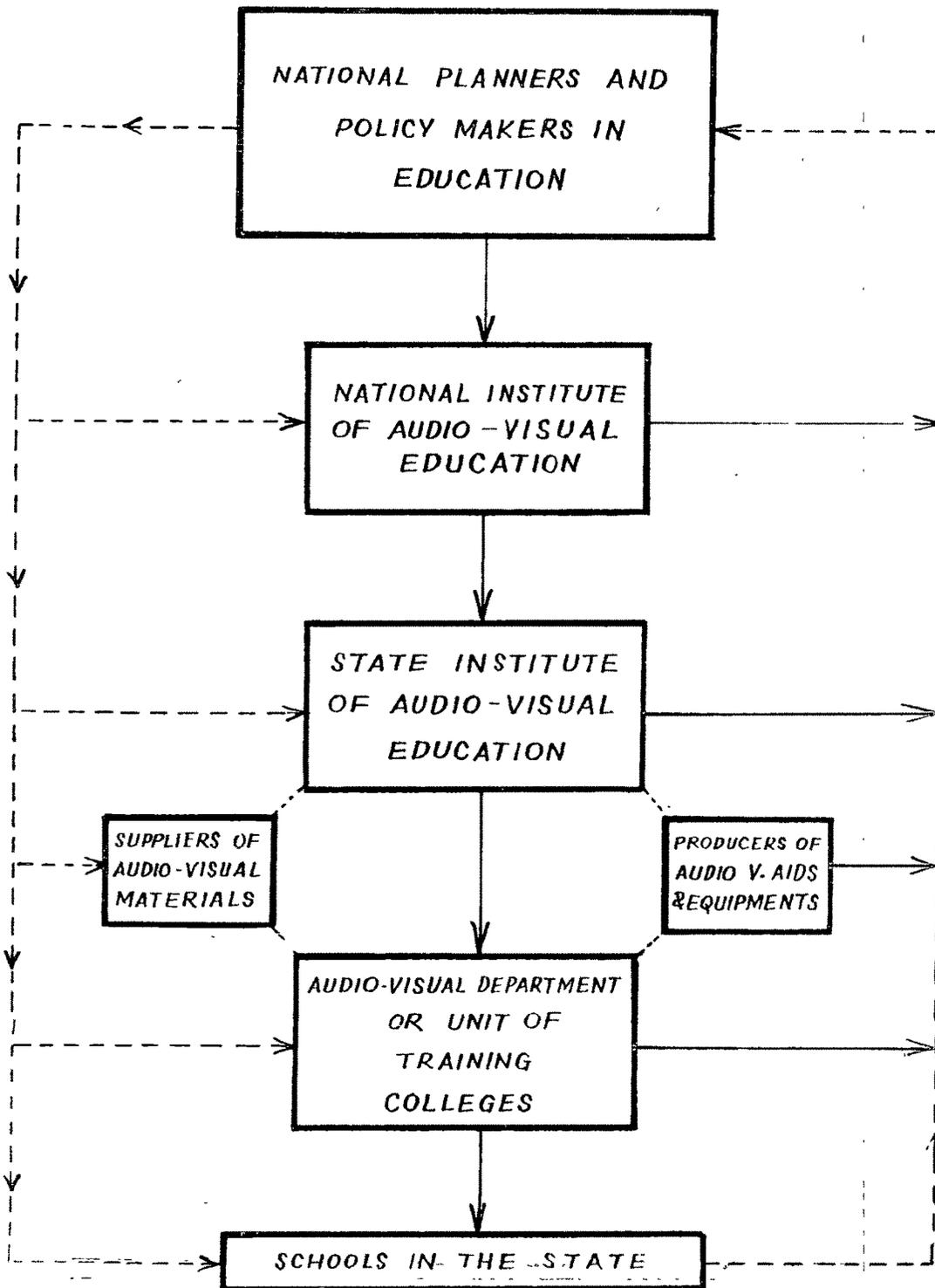


FIGURE - 9
COMMUNICATION CHANNEL FOR
INFORMATION IN AUDIO-VISUAL-EDUCATION

B. State Level

1. Each State should prepare a plan for the expansion of training facilities in the field on a priority basis in its area so that the out-put of the well trained teachers meets the increasing demand of the schools.
2. State Extension Services Centres in the field should be established. These centres may help the colleges in repairing and servicing of the audio-visual equipments and machines; passing the informations in the field by issuing the news letters; providing catalogues of the suppliers of audio-visual instructional materials; giving sources of help and guidance in the field; doing evaluation of the audio-visual education training programmes in the colleges in the State and circulating the reports.
3. In order to produce the high level experts in the field for the departments of audio-visual education in colleges in each State should be established with as early as possible.
4. With a view to be in touch with the latest developments in the field the provision should be made by the State to depute the selected staff of the audio-visual education departments in the teachers colleges for training abroad.
5. The State should provide long term loans or subsidies for the purchase of audio-visual aids and equipments to develop audio-visual education departments in teachers colleges.

C. University Level

1. The present curriculum of audio-visual education should be frequently revised on the basis of recent trends by the University Boards of Studies. It should be up-to-date in content and compare with the international standards in the field.

2. The universities should take a lead in the development of the field by offering audio-visual education at the post-graduate level and offering special research scholarships in the field.
3. The universities should conduct the specialised courses of high standards for preparing specialists in the education media on the lines suggested by the Teacher Certification Board of the Illinois State. The details of the certification of media specialists of Illinois State given by Maurice are shown in Appendix D.¹
4. The universities should operate diploma or certificate courses for preparing the operational staff for audio-visual education sections of the colleges.
5. The universities should gradually establish the Audio-Visual Service Centre for use of all the departments. Such a centre should provide model demonstration in the use of audio-visual aids and operate a small film library for the requirements of teachers in different subjects.

D. Teachers Colleges

1. Qualified full-time specialists in the department of audio-visual education department/section/unit should be appointed.
2. A separate full-fledged department/section/unit should be established in the teachers colleges to organise and operate better programmes in audio-visual training.
3. Adequate weightage should be given to audio-visual education in the annual examination. A feasible plan is suggested in Table 54.

¹Maurice Iverson and Others, "Certification of Media Specialists: Illinois, New York, and Wisconsin," Audio-Visual Instruction, 12:2, February, 1955. pp.117-118.

4. Adequate budget for this department/unit/should also be provided to expand and improve the training programmes in the field.
5. A yearly appraisal of the audio-visual training programmes should be done by the colleges to make it more effective and to popularise the audio-visual education movement in the country.
6. Proper care should be taken to utilize fully the available resources of the audio-visual education units in the colleges.
7. The teachers colleges should act as the models of teaching through audio-visual techniques and set such an example before the trainees during their training programme.

Table 54. Item-wise Weightage of Audio-Visual Theory and Practicals in the Examination

Sr. No. :	Item	:One Paper- : 100 Marks	: One Section- : 50 Marks
:	:	:Special Field	:General Training
1.	Audio-Visual Education Theory paper.	50 Marks	30 Marks
2.	Term-paper on audio-visual education.	10 Marks	-
3.	Practicals :		
	(a) Handling, operation and minor repairs of projectors and other equipments.	20 Marks	15 Marks
	(b) Project work.	10 Marks	-
	(c) Proper use of audio-visual aids in practice teaching.	5 Marks	5 Marks
4.	Participation in general activities of audio-visual education.	5 Marks	-
	Total	100 Marks	50 Marks

They should insist the trainees to give some lessons with the use of the audio-visual aids like slides, filmstrips, and 16 m.m. motion pictures (films). A feasible scheme of lessons is suggested in Table 55.

Table 55. Suggested Ratio of Lessons with Audio-Visual Aids

Types of Training Programme	Method I (15)		Method II (15)		Total (30)
	Lessons with Audio-Visual Aids	Other lessons	Lessons with A.V. Aids	Other lessons	
General Training	Ratio 1 : 4		Ratio 1 : 4		
	3	12	3	12	30
Special Training	Ratio 1 : 3		Ratio 1 : 3		
	5	10	5		30

Note: It is assumed that practice lessons are not less than 30 in both the methods.

8. Provision should be made for field-work and off-campus training to the trainees specializing in the audio-visual education.

E. Professional Organisations

1. A strong professional organisation for audio-visual education should be started on the All India basis by the teacher educators interested and specialised in this field. At least the beginning should be made by having a separate section of special session under the Indian Association of Teacher Educators. (I.A.T.E.)

Even the All-India Federation of Educational Association should establish a special section on audio-visual education in order to strengthen the movement and see that its recommendations are carried out every year.

2. Summer institutes in audio-visual education should be organised by the professional organisations in different parts of the country for the inservice training of teachers. Provision should also be made for the occasional refresher courses for the teachers already trained in the field on the lines of the Texas Plan Given by Frye² and shown in Appendix E.
3. The annual conferences and seminars in audio-visual education should be organised both at the local, state and the national levels. The developments in the field in the country and abroad should be reviewed. The reports of the conferences should be sent to all the educational institutions in the country.
4. Similarly, the exhibitions of audio-visual aids and equipments should also be organised in co-operation with the teachers colleges, schools, and the private business concerns manufacturing and dealing in audio-visual aids.

Further, the professional organisations should plan an educational media service system. A plan of educational media service system prepared by Miller³ is given in Appendix F.

F. School Level

1. The Principals of the schools should be oriented to the utility and effectiveness of teaching through audio-visual aids. Unless they are aware of the new methods and media

²Roy A. Frye, "The Texas Plan: A Phased Inservice Training Programme," Audio-Visual Instruction, 8:9, November, 1963, pp. 672-73.

³Thomas, E. Miller, "Professional Services," Audio-Visual Instruction, 10:2, February, 1965, p. 114.

of teaching, no changes in school teaching can take place. Thus, their attitude should be quite encouraging for the use of audio-visual aids in teaching.

2. Some provision in school should be made to buy audio-visual aids and equipments and to develop a special audio-visual room under the supervision of teacher trained in the field.
3. Schools should depute teachers for the summer institutes and refresher courses in audio-visual education organised by any agency.

However, the improvement in the audio-visual programmes needs integral efforts from all the agencies mentioned above. Further, it needs proper organisation of the programme for effective operation. Planning, organisation and evaluation of the programme are the main interrelated factors for its improvement and the relationship in them is illustrated in Figure 10.

Areas of Related Research

For the development in the field, the research should be keenly taken up by the colleges, universities and the Government institutions of audio-visual education in the country. Some areas for research on the unanswered questions or the issues revealed by this study are as follows :

1. Studies should be made to explore both - the physical and the psychological barriers in the full utilization of the available resources in audio-visual education departments in the teachers colleges.

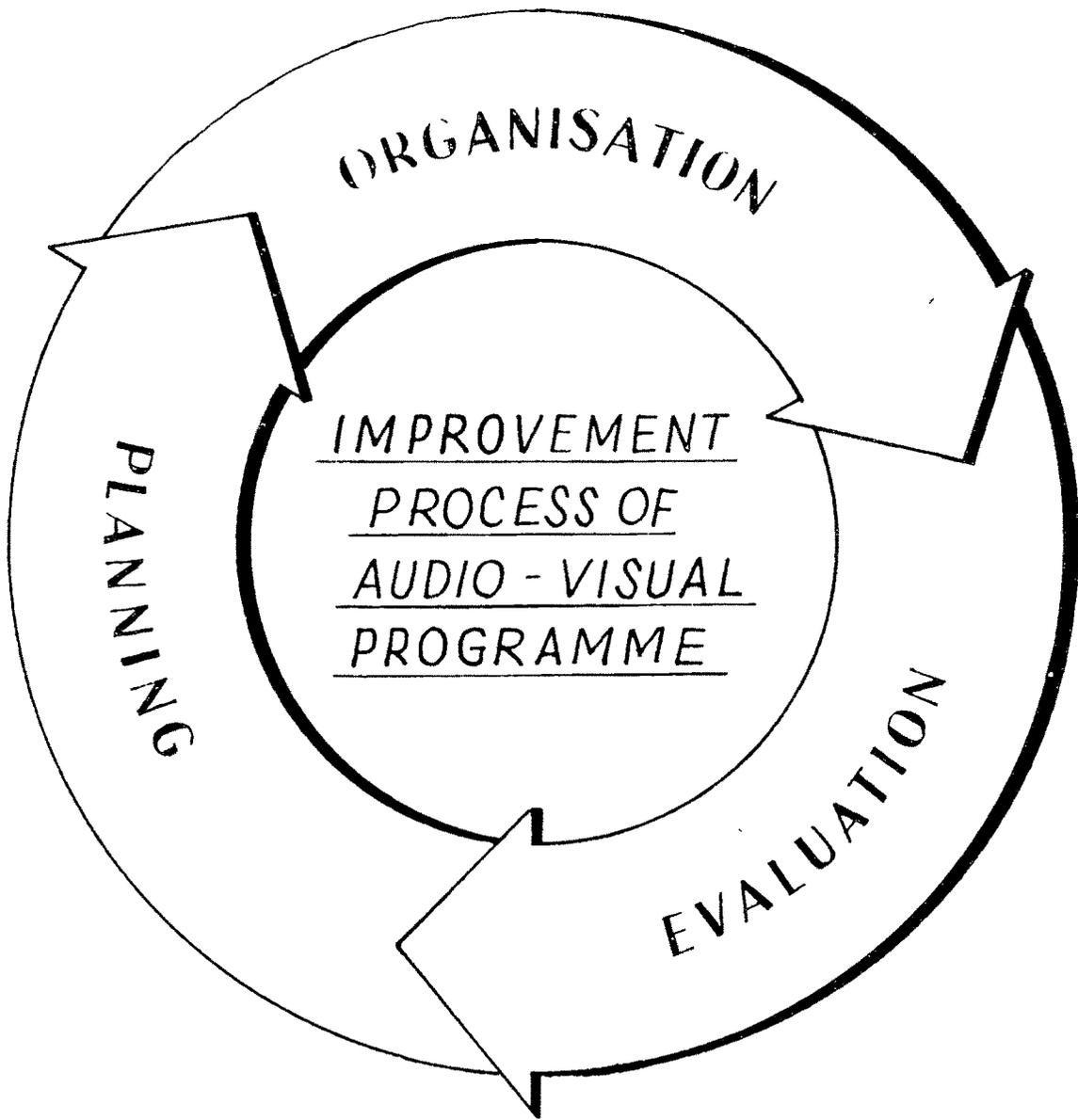


FIGURE - 10

INTER-RELATED PROCESS FOR IMPROVEMENT
OF AUDIO - VISUAL PROGRAMME

2. Identification of the barriers in the implementation of the recommendations of the All India Conferences held with reference to Audio-Visual Education.
3. Critical study of the impact of the Government efforts for the development of audio-visual education.
4. Identification of the selection requirements for the candidates taking special training in audio-visual education.
5. Case studies of successful teachers in class-room teaching through audio-visual aids.
6. Study of the procedures of proper assessment and evaluation of student's work in audio-visual education during the training period in the college.
7. Identification of the financial requirements and cost analysis for operating an effective audio-visual training programme within the conditions prevailing in teachers colleges of India.
8. Follow-up studies on the effectiveness of the audio-visual training programme and the services to schools by the department or unit of audio-visual education.
9. Preparation of standardised criteria or check-lists for self appraisal by the department/unit of Audio-Visual Education in the colleges in view of the set objectives of Audio-Visual Training Programme.

The investigator has attempted to prepare a specimen of check-list for self-evaluation by the department/unit of audio-visual education. So that they can check their progress from time to time, identify their position and improve

gradually. (See the check-list in Appendix G). Such check-lists need standardization at the local, state and national levels for comparison of different colleges offering audio-visual training programmes.
