

CHAPTER III  
PROCEDURE OF STUDY

This study attempts to survey, analyse and assess the prevailing practices of audio-visual education training programmes in the teachers' training colleges in India. It also intends to identify the characteristics of the programme and to classify the colleges on the basis of the quality of the programmes offered by them. The details of the plan and procedure of the study are given in the following paragraphs.

Determination of the Population

As the information about the colleges operating audio-visual education training programme in India was not readily available from any gazette or the published literature in the field, it was found necessary to conduct a pilot survey of the teachers training colleges on the All India basis through a brief information inventory in order to identify the colleges operating the audio-visual

education training programmes and to eliminate the colleges not operating the same. The proforma of the inventory is given in Appendix B.

The items of Inventory for the classification of the colleges were based on the provision of audio-visual education in the syllabus, staff availability in the college, type of training and the open question to obtain the relevant information. The items selected for the inventory were discussed with the experts in the field to make them more precise and meaningful. The inventory asked for purely objective data. The objectives of the inventory was to classify the colleges in two general categories only. Therefore, the limited number of the close-end items of objective nature were agreed upon by the experts. The inventory thus prepared was pre-tested to make it more clear and valid enough for the collection of data.

The inventory was mailed to all the 247 teachers' colleges in the country. The Deans/Principals/Heads of the colleges were the respondents for this inventory. The inventory was simple but the population was wide-spread. Hence, the four week period was spared for the maximum receipt of the responses. Even after this period repeated courtesy reminders and necessary correspondence was done to secure

as many responses as possible.

It was found from the responses that 93 out of 247 colleges (36.65%) were not operating the audio-visual education training programme at all. Thirty nine colleges (15.78%) abstained from communicating data to the investigator. As many as 115 colleges (46.55%) were found operating audio-visual education training programmes in general or specialized courses. The colleges which did not offer audio-visual education training programme were safely omitted from the population of the study. Hence, the final population for the study consisted of 115 colleges that replied positively and 39 colleges which refrained from reply. The total population for study was limited to include 154 colleges out of 247 all over India by year 1965. For this inventory the list of the teachers' training colleges in India up to the year 1965 was obtained from Hansa Mehta Library, M.S. University of Baroda, and the National Council of Educational Research and Training, New Delhi. The list is given in Appendix A.

#### Development of the Questionnaire

Determination of Items for Study. It was felt necessary to obtain the preliminary personal experience and observation about the prevailing position of the programme

for the planning of the study. Keeping this view in mind some sample colleges, operating audio-visual education training programme were selected for visit.

The colleges for visits were selected by the random sampling method. No doubt, the convenience to approach and availability of time and money was also considered. The colleges visited for the direct experiences are as follows :

<u>State</u>	<u>Name of the College</u>
Gujarat	: 1. M.B.Patel College of Education, Sardar Patel University, Vallabh- Vidyanagar.
	2. A.G.Teachers' College, Gujarat University, Ahmedabad.
	3. Ramba Graduate Teachers' College, Porbunder.
Rajasthan	4. Vidya Bhavan Teachers' Training College, University of Udaipur, Udaipur.
	5. Regional College of Education, Ahmer.
Maharashtra	6. St.Xaviers' Institute of Education, University of Bombay, Bombay.
Madhya Pradesh	7. Regional College of Education, Bhopal
	8. Government Post-Graduate Basic Training College, Ujjain.

During the visits the discussions were made with the Principals and the other persons concerned with audio-visual

education in the college. As these visits were quite informal and friendly the interviews were based on unstructured procedure and the observations were made on the present working and position of audio-visual education training programme in the respective colleges. The observations included the study of :

- I. Objectives of training programme.
- II. Organisation of audio-visual education training programmes including :
  - A : Curriculum.
  - B : Staff pattern
  - C : Work-load.
  - D : Training programme including :
    - 1. Theory
    - 2. Practicals
    - 3. Off-Campus training
    - 4. Film-show
  - E : Selection of candidates for special training.
  - F : Audio-Visual aids and equipment facilities.
  - G : Research and publication
  - H : Budget
  - I : Suggestions about the organisation of the programme
- III. Appraisal including :
  - A : Evaluation of the training programme
  - B : Objectives of the follow-up programme
  - C : Follow-up of the trained teachers.
  - D : Circulation of the follow-up reports.

About two days' period was spared for each visit. The detailed observation notes were made during each visit.

From the observations it was seen that there is a big gap between the present position of audio-visual education in the advanced countries and that of India. This experience ultimately helped in selecting the proper items for the study according to the prevailing conditions of the audio-visual education training programme in the country. The review of the modern literature given in Chapter II helped in selecting the criteria for the model organisation and administration of the audio-visual education programmes. The items for the study, therefore, covered the range from the practical to ideal organisation of the audio-visual education training programmes in the teachers colleges.

From the personal observations, interviews and the literature reviewed a tentative organisation of the items for study was evolved on the basis of a logical rationale for evaluation of audio-visual education programme. The model is shown in Figure 3.

Rationale. The planning of this study is based on the rationale discussed below :

It is the accepted principle that the programme planning should always be objective-centered. Thus, for the effective

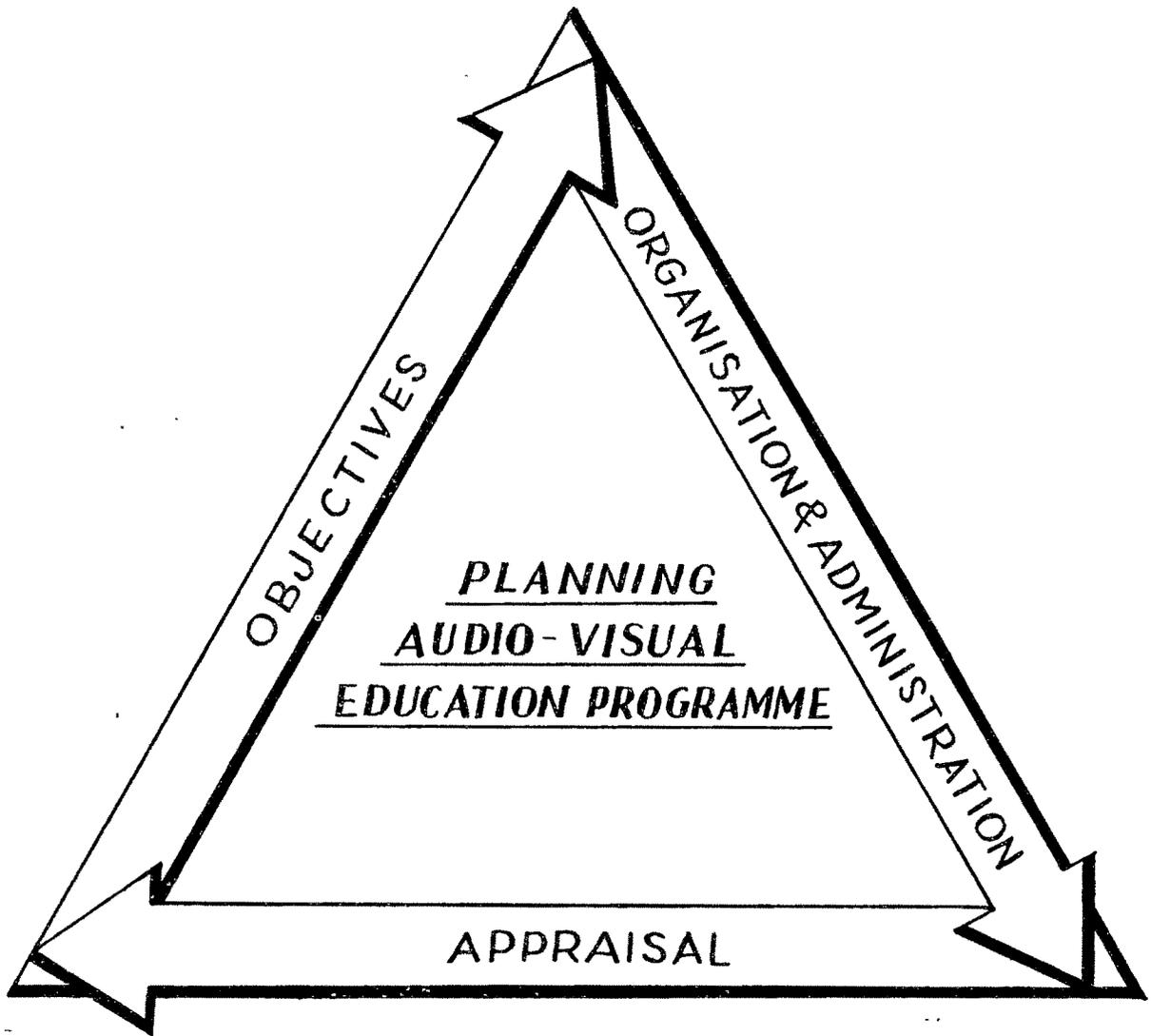


FIGURE - 3

RATIONALE FOR EVALUATION OF AUDIO-VISUAL-EDUCATION  
TRAINING PROGRAMME

operation and organisation of the programme its objectives should be purely crystallised as the first step of planning of the project. This indicates the right direction for the organisation and operation of the plan. Ultimately, the clarity of objectives of the project will help to synchronise the organisation and administration of the programme.

The next important step is the organisation and administration of the programme. This is nothing but the procedure to attain the goals. There should be an appropriate atmosphere and physical facilities to reach the goal. This can be done by appropriate organisation of the programme. A close correlation between the objectives and the organisation and appropriate administration of the programme to achieve the goals, should be ascertained.

The third important step, closely related to the above steps is the appraisal of the programme. It should be continuously be watched whether the programme is administered properly in the direction of attaining the goals. Appraisal will act as an indicator to show the stage of the organisation and administration in terms of attaining the goals. This may safely be said as the quality control of the audio-visual education programme. Appraisal of the programme is analogous to the performance test of the organisation and administration. As a result, changes in the objectives are visualized for the

future programme. Appraisal is again closely related to the objectives which serve as the criteria for evaluation of the programme.

In short, the points of triangle indicating objectives, organisation and administration and the appraisal together form a complete circuit of the audio-visual education training programme. Hence, it is found quite logical that the appraisal of the programme should include the critical study of the objectives, organisation and administration and the appraisal techniques of the programmes in audio-visual education. Thus, the items were organised on the basis of the evaluative rationale for the audio-visual education given on Page 79

Expert Opinion. Further, to make the items of the study critically scrutinised from the various angles of audio-visual education training programme, the committee representing five experts in the field from different areas and levels was formed.

The categories of the persons are given below :

Designation	Level	Number
Principal	High School	1
Principal	Training College	1
Professor	University	1
Visual Education Officer	State Government	1
Director	Central Government	1
Total		5

A complete list of the items collected so far and organised was sent to the members of the committee and their expert opinions and suggestions were invited on the same. Almost all the members of the committee agreed fully upon the items and found them as appropriate items for the study.

All these procedures, ultimately gave the most realistic shape to the questionnaire for the study in view of the rationale.

About the questionnaire construction Good has stated that :

It is important in questionnaire construction to notice that important decisions relate to motivation of the respondent, significance of questions, simplicity of responses, avoidance of unnecessary specifications or details, pertinence to the situation of the respondent, clarity of purposes and questions, and phrasing<sup>1</sup> of items to facilitate summarisation of responses.

With this view constantly in mind many revisions were made of the questionnaire before they were deemed sufficiently valid to be utilised in this study. The questionnaire was pre-tested with a few institutions to validate the items of inquiry in terms of practicability, significance, simplicity of responses and clarity of purpose.

At the end of the list of items under each head in questionnaire an open question was put to cover points not

<sup>1</sup>C.V.Good, Introduction to Educational Research, (New York: Appleton-Century-Crofts, 1959), p.197.

included in the list. This enabled the respondents to think of desirable aspects in the study and allowed them to express their views with sufficient freedom.

### Areas of Inquiry

#### I. Objectives

The objectives of the audio-visual education training programme comprised the following major areas :

- (a) Developing teachers' competency in the preparation, selection and proper use of audio-visual aids and skills of operation and handling and major repairs of projectors and equipments.
- (b) Research and publication in the field.
- (c) Production of audio-visual aids and rendering extension services to the concerned institutions.
- (d) Preparing the commercial producers and technicians of the audio-visual instructional materials.

The objectives may be found to be very high for India in the prevailing conditions. But such objectives like research and publication, extension services, techniques for minor repairs were stated desirable objectives by the respondents. Hence, the list of the objectives consisted of the items of practical as well as ideal nature. The list of the objectives put before the respondents is given below. It was also desired to know the objectives for the special training.

Objectives of Training Programme

Sr. : No. :	Objectives	: Identical :	Not : Identical
1.	To impart the knowledge of philosophy and principles of Audio-Visual Education (Psychological and Educational values).	: Identical :	Not : Identical
2.	To acquaint the teachers with the various modern tools of teaching techniques, i.e. Audio-Visual Aids.	: Identical :	Not : Identical
3.	To impart training in the design and development of prototype classroom instructional aids from indigenous materials readily and inexpensively available.	: Identical :	Not : Identical
4.	To train the teachers in preparing basic texts and manual on the subject of Audio-Visual Education methods and media.	: Identical :	Not : Identical
5.	To help the teachers in selection and use of Audio-Visual Aids, appropriate to their respective subject matter.	: Identical :	Not : Identical
6.	To impart training in handling and operation of Audio-Visual equipment (Projectors, Machines, etc.).	: Identical :	Not : Identical
7.	To produce Audio-Visual Aids for neighbouring schools.	: Identical :	Not : Identical
8.	To distribute Audio-Visual Aids and equipments to the neighbouring schools for use.	: Identical :	Not : Identical

Sr. : No. :	Objectives	: Identical	: Not : Identical
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9. To develop the skill of maintenance and minor repairs of Audio-Visual Equipments.
10. To impart training in preparing school broadcasting programme.
11. To conduct research in the field of Audio-Visual Education.
12. To promote and organise seminars on Audio-Visual Education among teachers and principals.
13. To work as a clearing-house of informations about Audio-Visual Education.
14. To publish bulletins and newsletters of Audio-Visual Education.
15. To issue at regular intervals a catalogue of materials showing where they are available on sale, loan or gratis.
16. To follow-up the teachers trained in the field of Audio-Visual Education at the College.
17. To help the Extension Wing/ Department of the College in the field of Audio-Visual Education.
18. To help in procuring the Audio-Visual Aids and equipments to the other departments of the Faculty/ College.

Please specify any other objectives you implement or you think desirable.

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Other objectives implemented	:	Desirable objectives
by you	:	

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## II. Organisation

Curriculum. An attempt was made to know how the curriculum in audio-visual education is planned in the colleges. The planning of curriculum may be done by an individual or prescribed by the university. The items, therefore, were selected to cover both the traditional and the democratic ways of planning. It was also tried by the subsequent questions to know about the course outline and its period of revisions i.e. flexibility. The major practices of the staff involvement in the curriculum were listed in the questionnaire as follows :

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Sr. No.	Items	: Tick (✓) : Answer :
1.	By the head of Department.	:
2.	By the Principal of the college.	:
3.	By college Principal and departmental head.	:

Sr.No.	Items	Tick (✓) Answer
4.	By committee of the heads of different departments and Principal.	:
5.	By committee of all the teaching staff of Audio-Visual Education Department.	:
6.	By the committee appointed by the University authorities.	:
7.	By the committee representing schools, commercial firms dealing in Audio-Visual Aids and Equipments, state education department, college and university authorities.	:

Specify any other method you follow.

Staff. There should be an adequate staff in the full-fledged department of audio-visual education. The programme starves without a sufficient number of staff members to operate it. This totally depends upon the availability of financial and other resources of the institute and the objectives of the programme kept in view. The items in the questionnaire are based on the ideal considerations of model institute offering a quality audio-visual education programme. The items may appear to be very ambitious but they were approved by the committee of the experts with a view to covering all the types of institutions. The staff requirements included the following questions. Several other questions were also included to know the involvement of the staff in the

various audio-visual education activities and their academic preparation for their assignments.

Designation	No. of posts			Academic qualification and experience in the field	Pay Scale		Remarks
	Full time	Part time	Total		Full time	Part time	
Professor of Audio-Visual Education.	:	:	:	:	:	:	:
Asst. Professor/Reader in Audio-Visual Education.	:	:	:	:	:	:	:
Lecturer in Audio-Visual Education.	:	:	:	:	:	:	:
Instructor/Tutor in Audio-Visual Education.	:	:	:	:	:	:	:
Projectionists.	:	:	:	:	:	:	:
Electrician/Technician.	:	:	:	:	:	:	:
Artist.	:	:	:	:	:	:	:
Photographer	:	:	:	:	:	:	:
Audio-Visual Laboratory Attendent.	:	:	:	:	:	:	:
Clerk.	:	:	:	:	:	:	:
Audio-Visual Librarian	:	:	:	:	:	:	:

Specify any other category of staff you have.

Training Programme. An ideal training programme includes training in theory, practical, off-campus and such other activities which fulfil the objectives of audio-visual education. Now topics for theory teaching and practicals purely depend upon the objectives of the department, and also the availability of the qualified staff. A list of the topics for theory is based on the current literature in the field and includes various aspects of learning including development of understandings, abilities and skills in audio-visual education. The skill concerns preparation, selection and proper use of the instructional materials, preparing press materials, display materials, and working principles and technical 'know-how' of the machines and equipments. It also includes the essential knowledge about the administration of audio-visual education department and organisation of audio-visual education activities. Similarly, the production skills for audio-visual materials, operation, handling and minor repairs of the projectors and equipments, art of planning teaching units through various contrived and dramatized techniques were considered as essential phases of the practical training. As it was intended to develop an ideal picture of the training programme, the topics for theory and practical training were scrutinized and approved by the experts. The respondents were also asked to state the topics for special training in the field. The topics listed below

mostly cover the colleges aiming at producing the competent teachers in the field.

Topics for Theory Teaching

Sr. No.	Topics	:For trainees: :of special :field		:For all the :trainees :(General)	
		: Yes	: No	: Yes	: No
1.	The role of Audio-Visual Instruction in modern education.	:	:	:	:
2.	Communication, its role in present day education.	:	:	:	:
3.	Psychological basis of Audio-Visual Aids.	:	:	:	:
4.	The relation of Audio-Visual Aids to methods of teaching.	:	:	:	:
5.	Classification and selection of Audio-Visual Aids.	:	:	:	:
6.	General principles of preparation and use of the following Audio-Visual Aids.	:	:	:	:
7.	Simple flat Display Materials (e.g. Flannel Graph, Charts, Posters, Photographs, Diagrams, Flash cards, Flip-books, Sketches, Cartoons, B.B. Writing, Maps, Graphs etc.).	:	:	:	:
8.	3-Dimensional Materials (e.g. Models, Puppets, object, Specimen, Dioramas, etc.)	:	:	:	:
9.	Projectable Materials (e.g. Filmstrips, 16 m.m. Film, Slides etc.).	:	:	:	:

Sr. No.	Topics	:For trainees:		:For all the			
		:of Special :field	:trainees :(General)	:Yes	:No	:Yes	:No
10.	Press Materials (e.g. Circular letters, Newspapers, Pamphlets, Folders etc.).	:	:	:	:	:	:
11.	How to write the script for school broadcast, tape, P.A. Equipment programme and phonograph.	:	:	:	:	:	:
12.	Working principles and operational mechanical knowledge of the following equipments.	:	:	:	:	:	:
	(i) Radio						
	(ii) Tape-Recorder						
	(iii) P.A. Equipment						
	(iv) Recording and playback equipment.						
	(v) Epidioscope						
	(vi) Filmstrips Projector						
	(vii) 16 m.m. Film Projector						
	(viii) Overhead projector						
	(ix) Camera						
	(x) Silk-screen Equipments						
	(xi) Microscope						
13.	The administration of Audio-Visual Instruction programme.	:	:	:	:	:	:
14.	Maintenance of Audio-Visual Library.	:	:	:	:	:	:
15.	Sources of information regarding materials, equipment and supplies.	:	:	:	:	:	:
16.	Testing the results of Audio-Visual Instruction in the classroom.	:	:	:	:	:	:

Sr. No. :	Topics	:For trainees: :of special :field		:For all the :trainees :(General)	
:	:	:	:	:	:
:	:	Yes	No	Yes	No

17. Research Methodology in Audio-Visual Education.

: : : :

18. Organisation of Audio-Visual programme in the school.

: : : :

Principles of utilising the following methods :

- (i) Plays
- (ii) Socio-drama
- (iii) Role-playing
- (iv) Demonstration
- (v) Field trips
- (vi) Exhibitions
- (vii) Mock-ups
- (viii) Recorded tapes

Any other item you teach in your course or you think should be included.

Items taught

Items should be included

Topics for Practical Training

Sr. No.:	Topics	:For teachers:		:For all the	
		:of special	:field	:trainees	:(General)
:	:	: Yes	: No	: Yes	: No
(a)	Simple flat display materials (Flannel graph, Photograph, Flash card, Flip book, Charts, Posters, Diagrams, Sketches, Cartoons, Maps and Graphs, Pictures etc.).	:	::	:	:
(b)	3-Dimensional materials (Models, Puppets, Objects, Specimens, Diorama etc.).	:	:	:	:
(c)	Projectable materials (Film-strips, 16 mm. Films, Slides etc.)	:	:	:	:
(d)	Press materials (Circular letters, Newspaper, Pamphlet, Folders etc.).	:	:	:	:
(e)	The script for school broadcast, tape, P.A. Equipment programme and Phonograph.	:	:	:	:
(f)	Practical training in the operation and handling of the following equipments :	:	:	:	:
	(i) 16 m.m. Film Projector				
	(ii) Filmstrip Projector				
	(iii) Epidiascope				
	(iv) Overhead Projector				
	(v) Public Addressing Equipment				
	(vi) Tape Recorder				
	(vii) Camera				

Sr. No. :	Topics	For teachers of special field :	For all the trainees (General) :
:	:	: Yes : No	: Yes : No

- (viii) Recording and playback equipment
- (ix) Tracing Table
- (x) Duplicating equipment (Silk screen printing, Duplicating machine etc.)
- (g) Presenting lesson plans for practice teaching by the following methods.
- (i) Play
- (ii) Socio-drama
- (iii) Role playing
- (iv) Demonstration
- (v) Field trip
- (vi) Exhibition
- (vii) Mock-up
- (viii) Film
- (ix) Radio
- (x) Linguaphone
- (xi) Tape-Recorder
- (xii) Slides

Specify any other items you include in practical training or think, should be included.

Items practised

Should be practised

Selection of Candidates for Audio-Visual Education as a Special Field. The institutions offering audio-visual education as a special field or optional should have some selection criteria for the candidate. As it is attempted to give special training in the field care should be taken to select the right candidates. For preparing specialists in the field, the candidates must be screened from the various angles like test of aptitudes, types of interests, academic background and such other relevant merits. Considering those points, the criteria for the ideal selection of the candidate were developed. The respondents were asked to check the items they generally follow from the list given below. It was also attempted to know the method of selection of the candidate for special training by asking an open question.

Selection of Candidates for Audio-Visual Education as a Special Field :

Criteria :

Sr.No. :	Items	:Check (✓) or :(X)
(a)	Hobby of Photography, Painting, Decorative Arts, Music, Picture Collection, Films Viewing, Drama etc.	:
(b)	Worked as in-charge of Audio-Visual Programme in the school.	:
(c)	Passed drawing and/or Music Examinations.:	

Sr.No.:	Items	:Check(✓) or(X)
(d)	Good performance in the selection test and interview for the field.	:
(e)	Professional experience allied to the field of Audio-Visual Education.	:
(f)	Science graduate.	:
(g)	Attended national and district level fairs and exhibitions.	:
(h)	Experience of arranging field trips, study tours and active participant in the school, taluka or district level exhibitions.	:
(i)	Attended any special work-shop or Seminar on Audio-Visual Education.	:
(j)	Radio Artist.	:
(k)	Possessing Diploma or certificate in Audio-Visual Education.	:

Specify any other criteria you consider or think should be considered :

Criteria considered

Should be considered

Availability of Audio-Visual Aids and Equipment : The trainees should be provided with the ideal learning situation for the effective training in audio-visual education. The learning situation includes several physical facilities such as dark-room, audio-visual laboratory, museum, mobile van,

study kit and the availability of audio-visual aids and equipments in the department. This helps in providing all the possible opportunities to get the first-hand knowledge and the direct purposeful experience of instructional materials. This may ultimately contribute to the development of correct concept about the audio-visual techniques of teaching in the classroom. Hence, in an ideal condition the department should be fully equipped with the modern Audio-visual aids, equipments and other facilities. A list of such aids and equipments for an ideal department was prepared in consultation with the experts. The respondents were asked to mention the availability of audio-visual aids and equipments in the department and to give their views and remarks on the same such as non-availability of spare parts, equipments out of order, lack of servicing and repair facilities, etc. The model list of such audio-visual aids and equipments and other facilities prepared is as under :

1. Audio-Visual Aids

Sr.No.:	Item	: Yes	: No
(a)	Flannel graph	:	..
(b)	Flash card	:	:
(c)	Flip book	:	:
(d)	Folder	:	:
(e)	Photograph	:	:

Sr.No. :	Item	: Yes	: No
(f)	Poster	:	:
(g)	Chart	:	:
(h)	Bulletin Board with Materials	:	:
(i)	Maps and Graphs	:	:
(j)	Circular letter	:	:
(k)	Pamphlet	:	:
(l)	Sketches	:	:
(m)	Cartoon	:	:
(n)	Picture	:	:
(o)	Diagram	:	:
(p)	Puppet	:	:
(q)	Model	:	:
(r)	Object	:	:
(s)	Specimen	:	:
(t)	Diorama	:	:
(u)	Slide	:	:
(v)	Filmstrip	:	:
(w)	16 m.m. Motion Picture (Film)	:	:

Specify other items you have :

You should have :

2. Equipment Availability

Sr.No. :	Item	Number :	Remarks, if any
(a)	16 m.m. Movie Projector	:	:
(b)	Filmstrip and Slide Projector (35 m.m.)	:	:
(c)	Overhead Projector	:	:
(d)	Epidiascope	:	:
(e)	Projection Screen	:	:
(f)	Radio	:	:
(g)	Tape-Recorder	:	:
(h)	Phonograph	:	:
(i)	Public Address Equipment.	:	:
(j)	Electricity Generator (Portable)	:	:
(k)	Tracing Table	:	:
(l)	Camera	:	:
(m)	Silk-Screen Printing Equipment	:	:
(n)	Flannel Board	:	:
(o)	Bulletin Board	:	:
(p)	Study Kit	:	:
(q)	Audio-Visual Room (Laboratory)	:	:
(r)	Exhibition Hall - Museum	:	:
(s)	Dark-Room	:	:
(t)	Episcope	:	:
(u)	Vehicle for Transport	:	:

Specify any other you have or think you should have :

You have

You should have

Research and Publication. In the full-fledged department with all the required facilities on hand, research is the essential motivity to make the training programme progressive in character. In the country like India, where the basic requirements to operate the training programme are not sufficiently available, research may be found difficult to do. But it is the opinion of the experts that if the programme is to be conducted ideally there should be some provision for research programme and the prompt publication of the results of research. Research activity is not totally absent in the country. There are some colleges as well as national institutions doing research and publications in the field. Therefore, it was found quite essential to identify the colleges doing research work, and publication in the field. Further, it was also found necessary to know the details such as the areas of the research done by an institution and the status of the staff member doing research in the department.

It was also found essential to obtain the list of general publications such as books, journals, leaflets, folders, etc. done in the department and the production of some simple aids and equipments for free distribution, loan or sale. The open questions were also asked from the respondents regarding the items shown below.

Research

Sr. No.	Research Topic	Research Scholar (Designation only)	Year from 1959 to 1964 only	Published, please put ( )	Unpublished put (X)	Remarks
:	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:

General Publications

Sr. No.	Title	Author (Designation only)	Year	Remarks
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:

Budget. It is the heart of any programme. The working and progress of the programme mainly depends upon the availability of fund. But, the availability of funds is not the only criterion enough for the balanced development and effective working of the programme. It needs the adequate

distribution of the budget to the various heads of the programme. It was, therefore, suggested by the experts to study the different heads under which the budget provision is made. The heads mainly consist of purchase and maintenance of audio-visual aids and equipments, materials for the production of audio-visual aids in the department, research and publication, library and staff development.

The items seem to be very elaborate for the present position in the country. But it is quite essential to prepare the balanced budget for audio-visual education training programmes in the colleges as opined by the experts and reviewed from the literature. It was further, found necessary to know the amount spent during the last five years under each head. It was intended to get a graphical picture of the importance given to each head from the figures of expenditure during the last five years. The heads in the budget are as follows :

Sr. No.	Item	Years					Total
		1959- 60	1960- 61	1961- 62	1962- 63	1963- 64	
1.	Equipment and facilities.	:	:	:	:	:	:
2.	Rental of motion pictures and film-strips.	:	:	:	:	:	:

Sr. No. :	Item	Years					Total
		1959-60	1960-61	1961-62	1962-63	1963-64	
3.	Purchase of Audio-Visual Aids (Ready Made).	:	:	:	:	:	:
4.	Operating expenses for equipment, replacement, etc.	:	:	:	:	:	:
5.	Servicing expenditure of equipment and materials.	:	:	:	:	:	:
6.	Production materials (For the preparation of Audio-Visual Aids.)	:	:	:	:	:	:
7.	Resource persons' allowances.	:	:	:	:	:	:
8.	Staff salary and other off-campus activity allowances.	:	:	:	:	:	:
9.	Audio-Visual Library, books and periodicals.	:	:	:	:	:	:
10.	Research and Publications.	:	:	:	:	:	:
11.	Repairs and up-keep of the vehicle.	:	:	:	:	:	:
12.	Staff development (Special training in India or abroad).	:	:	:	:	:	:
13.	Post graduate department of Audio-Visual Education.	:	:	:	:	:	:

Specify any other heads on which you spend or think should be spent upon.

Spending at present

Should be spent upon

General Suggestions. Over and above all these detailed items the suggestions from the respondents were invited to make the audio-visual education training programme more effective in the teacher training colleges. This item provided full freedom to the respondents to give their mature opinions and suggestions on the organisation of the programme.

### III. Appraisal

This is the last important part of the whole inquiry. Appraisal really is the feedback process to revise objectives and to reorient the organisation and administration of the audio-visual education training programme. In absence of the appraisal the programme may gradually become out-dated, stagnant and ultimately purposeless. Hence, along with the objectives, organisation and administration, appraisal is also equally important according to the evaluation rationale discussed previously in this chapter. The appraisal is based on the implementation of the objectives kept in view for good audio-visual training programme. It consists of two-fold evaluation: (1) Evaluation of the training programme  
(2) Evaluation of the product (teachers trained in the field) through follow-up.

It was therefore, found inevitable to study and make simple identification of the colleges doing appraisal of the objectives of their programme in audio-visual education training. It was further, found essential to know the persons

and methods of evaluation of the training programme. The list of the persons was given but about the method of evaluation an open end question was asked.

Evaluation of the Training Programme

Persons	X X	Method of Evaluation
Answer by encircling the number against each person.		
(a) Trainees		X Mention the method
(b) Staff of Audio-Visual Education Department.		X in the space below
(c) Principal of the College.		
(d) University		
(e) Any other (specify)		

Further the second part of appraisal was the evaluation of the trained teachers (follow-up). Now again the objectives of the training programmes are required to be borne in mind for the follow-up. Here it is desired to assess the extent of the achievement of the goals. Hence, the objectives of the follow-up of the teachers trained in the field are fixed on the basis of the goals of the audio-visual education training programme and to know whether the programme is organised and administered in the direction of attaining the anticipated goals. No doubt, this is very ideal expectation in the prevailing conditions in India. But it is very essential

item for an ideal organisation of the audio-visual education training programme in the teachers colleges. The list of the objectives of follow-up is given below :

Sr.No. :	Objectives
1.	To assess whether the objectives of Audio-Visual Education programme are implemented.
2.	To collect the data for guidance and counselling in the practical situation of Audio-Visual Education.
3.	To determine the effectiveness of the training programme in the real situation.
4.	To make the satisfactory adjustment in the training programme of Audio-Visual Education in training college to justify the actual needs of the teachers, pupils, administrators and community.
5.	To maintain continuous contact with concerned institutions.
6.	To determine the service conditions for the trained teachers with Audio-Visual Education as the special field.
7.	To determine the occupational scope for the persons professionally specialised in Audio-Visual Education.
8.	To keep the Audio-Visual Education department informed of the difficulties the former trainees encounter on jobs.
9.	To locate occupational opportunities which may be of interest to the present and former trainees.
10.	To bring employers and trained personnel together for their mutual benefit.
11.	To keep the department of Audio-Visual Education in touch with current occupational opportunities, requirements and trends.

Sr.No. :	Objectives
12.	To provide informations for school pupils, teachers, administrators, Government officials and patrons to aid in better understanding of the objectives, achievements and limitations of the Audio-Visual Education Department.
Any other objectives you fulfil or think should be fulfilled.	
<u>Fulfil</u>	<u>Fulfilled</u>

The respondents were further asked to state the methods of follow-up adopted by them.

Lastly, the reports on the results of the follow-up done should be circulated to the authorities and institutions concerned for their use and knowledge. This may help the educationists and organisers of the programme to make the necessary changes in the aims and objectives of audio-visual education and its organisation and administration for the future planning. A list of the persons and places for the circulation of the reports suggested by the experts is given below :

- 
1. Dean/Principal of the Training College.
  2. Other staff of the Audio-Visual Education Department.
  3. Other teaching staff-members of the training college.
  4. To the teachers interviewed during the follow-up.
  5. Principal of the school.
  6. Professional producers of Audio-Visual Aids and Equipment.
  7. Commercial firms dealing in Audio-Visual materials.
  8. Audio-Visual Education Officer of the State Department of Education. (Bureau of Audio-Visual Education).
- 

Specify any other person or institution where you send or think should be sent.

Sending

Should be sent

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#### Appendix

It should be considered in the planning of a complete inventory to cover the maximum possible area of inquiry. The last page therefore, was kept blank as an appendix with the following purposes :

1. To obtain information on the points not covered in the list of the items provided in the questionnaire.
2. To obtain free comments from the respondents on the items of study or reflections on entire study project.

3. To enable them to attach the necessary data sheets, specimens of the programmes and other materials.
4. To enable them to write or affix a list of publications of their departments of audio-visual education.
5. To provide them an opportunity to give any other materials about which the colleges want to inform the investigator.

#### Miscellaneous Considerations

The items of the questionnaire were systematically organised and composed in the proper tabulation form and the legitimate size of the letters was selected for printing to facilitate the respondents in replying to the questions. The three parts of the questionnaire objectives, organisation and appraisal were printed on three different colour papers. The instruction sheet for filling up the questionnaire was also printed on the paper with different colour in order to draw the attention of the respondents. The specimen of the questionnaire in the final shape is given in Appendix C for the reference.

#### Mailing

The questionnaires were mailed to the respondents with the following enclosures :

1. Covering letter introducing the investigator and the purpose of the correspondence. (Appendix C)
2. Printed self-addressed stamped reply envelope.

After mailing the questionnaire sufficient period of time was awaited to receive the replies. Repeated courtesy reminders were made after this period to obtain the maximum responses. The questionnaire was found lengthy by some of the respondents and hence, they replied on plain papers in short. As this project aimed at the critical study of the audio-visual education training programme at the National level, the length of the questionnaire was found justifiable by the experts.

The data thus received are analysed and presented with interpretations in the next chapter.

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