



**IMPACT OF SMART TEACHING AID MATERIALS ON
MODERN EDUCATION SYSTEM AND MANAGEMENT:
A CASE STUDY OF SECONDARY LEVEL OF PRIVATE SCHOOL IN
DEHRADOON**

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ABSTRACT

Instructing is to propose a suggestion. There are three monstrous bits of a correspondence a) transporter of information b) message/information c) beneficiary. In showing process making student's advantage is monstrous. Enduring interest is make fittingly, the making experience can happen really. Thusly use of showing material is colossal as they have the potential outcomes to animate interest in showing edifying experience.

Showing helps are gadget and equipment used in arranging as an update in homeroom going to work on the interest of students. Showing materials are fundamental main thrusts of convincing headings. Other than the standard appearance frameworks, there are wide groupings of showing helps open to the teacher. They help students with additional making dissecting and other cutoff.

KEYWORDS:

Education, Teaching, Aids

INTRODUCTION

In the consistent time of sciences and improvement, the most extensively seen method for managing teaching and progressing other than depends on the latest movement. Instructing becomes mesmerizing when a teacher uses different appearance materials since it clearly recalls student for the preparation illuminating experience. It makes outlines puzzling and colossal. Showing materials are key work out fanning out reasonable planning and learning conditions. These partners clearly address to the five resources so the potential outcomes pardoning become less and relationship of learning ends up being more practical. The usage of showing materials in English Language class is massive considering the way that English has gained basically additional idea from one side of the world to the next. Likewise, potential materials become need of the time.

To show a language using course book is regarded fake since it can't interact the students to the accompanying language. To show another vernacular, different appearance materials should be used to upgrade understudies' method for managing advancing so the understudy could have the choice to convey the learned language, as a matter of fact. Semantics as of now keeps up with the use of showing materials in teaching considering their critical results on students.

In showing language, showing helps/materials are huge considering the way that every individual has favoritism to dismiss yet obvious usage of these partners, help to overview outlines ceaselessly. All blueprints compartments be genuinely used in class to push the students to learn better. One more fundamental variable about showing materials is that the materials should decide students' issues as every individual has its own level of understanding.

Showing assists are especially essential to protect limit with one more language since they foster the legitimate pictures to them and make a captivating environment for the students to enhance learning and got a handle on. It helps with fostering the language and encourage the course since teacher can convey addresses, truth be told and get a handle on the examinations of sections. Showing interfaces all students of the class to take an interest, in actuality and they can relate the component veritable conditions.

Teaching Aids Tools:

There are different sorts of educating aids that can be used in class.

Visual: Visual aids use energy of vision. It consolidates authentic articles, diagrams, maps, streak cards, pictures, fleece board, white board, flip outlines, models, etc.

Audio: Audio aids are typical showing mechanical party which coordinate homeroom sound construction, individual head sets, radio, etc. In languages class, teachers use records to show how the language is spoken. It is used as a wearing development. It incorporates the energy of hearing.

Audio Visual: These aids can remarkably affect teaching. It combines the impression of vision close by hearing. Audio Video aids are multi material materials. They can be made, appropriated and used as composed pieces of tutoring program. Instructors can use informational or story video to manage unequivocal subject or point. It commonly require television, mechanized video player, projection, film strips, etc.

Mobile Technology: Mobile technology is wild. Mobile learning is for the most part more reasonable entryway. It is beneficial as it is available from any spot. In the overview waiting room it can supplant

standard framework for showing which make depletion. A mobile device gives information inside or outside the class so there is all time relationship among colleagues and instructor. It offers new entryways to both teacher and student.

Language games: It fosters the vital limits with respect to model tuning in, talking, looking at and making. It moreover makes grit and correspondence cutoff of the students.

Language Lab: It is current showing strategy used as audio or audio visual aids. Variety of tuning in and abilities to talk are familiar with the students. It is outfitted with PC, video, electronic testing, word games, tests, talks about, etc.

News Paper: It makes students figuring out power. Certification of paper material is moreover urgent considering the way that it foster exploratory course of action, data on plan and language structure. An instructor can make it bewildering by giving different endeavor to the students.

Extemporization: Unconstrained creation in immense in teaching at the more raised level. "Unrehearsed, when steady with itself, transcends any confined setting, line, conviction framework, rules, drives, tendencies and fears remaining at the hour of the delights of on the spot. He further in light of that extemporization isn't sensible, wise and ethical in the standard western thought of data and between subjectivity".. Extemporization is a collusion which can deal with students' instructive end. It directly revives languages limits, authentic correspondence in a student. They regard learning in play way methodology through copy, sensationalizing, singing, moving, etc. It is standard partner with close to no expense.

IMPACT OF SMART TEACHING AID MATERIALS ON MODERN EDUCATION SYSTEM AND MANAGEMENT

Today we are living in the era of Science and Technology. Science has been defined as systematized body of knowledge. It studies a body of facts or truths systematically arranged and the operation of general laws. Whereas Technology may briefly be defined as application of rules of science. It utilises the truths discovered by science in the service of man. Its scope widens as man's knowledge of natural phenomena increases, enabling him to derive and utilise better and new materials and process. Inevitably, there is a lag between the discoveries and inventions of science and their actual utilisation and practical benefits to society. It is science that has to lead the way and enable technology to widen the base in the process of the transformation of society from the present conditions to an improved quality of life for the people.

Educational technology consists of Instructional Technology and Smart teaching Technology. Jerome Bruner defines the Instructional Technology as, "the techniques adopted to focus on the learning effects rather than the teaching process. It is the application of psychology, sociology and scientific principles of knowledge to bring about effective instruction in classroom. Indirectly it involves teaching strategies as teaching and learning are inter-related and are inseparable components of the process of education."

In fact, Smart teaching technology is a part of Instructional technology. Smart teaching technology makes use of various educational aids and media to improve the efficiency of teaching-learning situation in the classroom teaching.

Smart teaching teaching aids include black boards, flip boards, charts, maps, models, slides, filmstrips, radio etc. The use of these aids makes the teaching - learning process more effective, comprehensive and fascinating. But some argue that smart teaching aids in teaching have not been found very popular among teachers. Hence there is a need to study, to what extent this argument is true.

RESULTS AND ANALYSIS

TABLE 1 THE SCHOOLS ACCORDING TO TOTAL NUMBER OF ROOMS AND SPECIAL ROOM FOR THE SMART TEACHING AIDS

Number of Rooms	Schools according to availability of rooms.			Number of Schools with special room for A.V. aids.		
	Urban	Rural	Total	Urban	Rural	Total
	N = 31	N = 122	N = 153	N = 31	N = 122	N = 153
Up to 5	0 (0.00)	*11(9.01)	11(7.18)	0	0	0
6 to 10	3(9.67)	41(33.60)	44(58.75)	0	0	0
11 to 15	6(19.35)	32(26.22)	38(24.83)	0	0	0
16 to 20	*6(19.35)	24(19.67)	30(19.60)	0	0	0
21 to 25	3(9.37)	8(6.55)	11(7.18)	0	0	0
26 to 30	7(22.58)	3(2.45)	10(6.53)	1	0	1
31 to 35	4(12.90)	2(1.63)	6(3.92)	0	0	0
36 to 40	2(6.45)	1(0.81)	3(1.96)	0	0	0
Above 40	0(0.0)	0(0.0)	0(0.00)	0	0	0
Total	31(100)	122(100)	153(100)	1(3.22)	0	1(0.65)
Total No. of Rooms	786	1974	2760	1	0	1
Average No. of rooms per school	25.35	16.18	18.03	0.03	0	0.006

From the table above, clearly, in the 31 schools of metropolitan locale, the hard and fast number of rooms were 786 giving an ordinary of 25.35 spaces for each school. Of these, eighteen (58.06%) schools had the rooms not the very ordinary and the abundance thirteen (41.94%) were over the typical. The relating number of rooms in all of the schools in country area was giving ordinary of 16.18 per school. In provincial locales, the amount of school with a ton was 38 (31.15%) and remaining 84 (68.85%) schools had accommodation below average. Considering all perspectives as for building comfort the schools in metropolitan areas were for the most part best case scenario.

Due to the absence of comfort both in natural and metropolitan locales a piece of the schools were run on shift system.

The amount of such sort of schools having in metropolitan and rural districts is 96 and forty eight rooms were six (19.35%) and eleven (9.01%) independently. Single school in metropolitan locales had a lone space to stock the sharp appearance aids however in country districts no single said excellent room.

It was necessary to study the alternative course of action made by the schools to store the canny teaching aids. The information accumulated by the strategy for survey and individual visit is dealt with in the going with table 2.

ABLE 2 EXISTING ALTERNATIVE PROVISION FOR KEEPING SMART TEACHING AIDS

Sr. No.	Provision	Number of schools and their percentages		
		Urban (N=30)	Rural (N=122)	Total (N=152)
1.	Science Hall	10(33.34)	51(41.80)	61(40.16)
2.	Library	8(26.56)	23(18.55)	31(20.39)
3.	Class-Room	3(10.00)	18(14.75)	21(13.81)
4.	Geography Hall	3(10.00)	15(12.29)	18(11.84)
5.	Office Room	2(6.66)	6(4.91)	8(5.26)
6.	Staff Room	3(10.00)	7(5.73)	10(6.57)
7.	Headmaster's Room	1(3.34)	2(1.68)	3(1.97)
Total		30(100)	122(100)	152(100)

The information in the table above portray that the vast majority of the optional schools either in metropolitan or rustic area of Dehradun region utilized science corridors to keep the brilliant educating aids.

Then followed the libraries and class-rooms. The rates of the schools utilized science hall, library, homeroom in metropolitan and country regions were 33.34, 26.66, 10.00 and 41.80, 18.55, 14.75 separately. In stray cases geology corridor, office room, staff room and deans'

room were likewise utilized for this reason. Their rates in metropolitan and country regions schools were 10.00, 6.66, 10.00, 3.34 and 12.29, 4.91, 5.73, 1.68 separately.

Management of Smart teaching aids :-

In order to study the management of smart teaching aids the data collected on this aspect are quantified in the table 3 given below.

TABLE 3 SCHOOLS WITH SEPARATE INCHARGE PERSON

Schools having separate incharge person		Total
Urban (N = 31)	Rural (N=122)	(N=153)
4 (12.90)	5 (4.09)	9 (5.88)

From the table above, it was confirmed that, of the 153 schools in the locale, just nine (5.88%) schools had a separate incharge persons who looked after their particular departments of smart teaching aids and the remaining 144 (94.12%) schools could deal with crafted by savvy showing aids by making elective game plan according to their comfort. The table above likewise uncovered that of the 31 schools in the metropolitan region just four(12.90%) and of the 122 schools just five (4.09%) schools situated in country region had an arrangement of isolated incharge individual who cared for the branch of shrewd educating aids. From the extra data gathered through the polls it was uncovered that all the nine incharge persons as cited above had the orientation preparing system of shrewd instructing aids in Uttar Pradesh State Foundation of Brilliant showing schooling, Pune. In course of interview with these people it was unveiled that they were not viewed as capable to deal with the shrewd showing aids experimentally on account of the pitiful preparation of just three days which was truly lacking.

Difficulties in procuring in-charge persons :-

The headmasters of the district were requested to enlist the difficulties in no appointing the trained in charge persons to look after day-to-day management of smart teaching aids in their schools.

TABLE 4 CRITERIA FOR SMART TEACHING AIDS

Sr. No.	Name of the aid	Minimum requirement of aid
A	Non projected visual aids -	
	(i) Blackboard / Rollup Board / Pictures / Figures / diagram / posters / flannel graphs / Diorama / mobiles / globes / models.	One per division.
	(ii) Charts / maps	Three per division.
B	Projected visual aids :-	
	(i) Slide projector / film-strip projector / epidiascope / overhead projector/ transparency	One per school
	(ii) Slides	Twenty five per school
	(iii) Film strips	Five per school.
	(iv) Microscopes	Six per school.
	(v) Microslides	Twenty five per school.
C	Audial aids :-	
	(i) Radio, i.e. school broadcast / Tape recorder	One per school.
	(ii) Cassettes.	Fifteen per school.
D	Audio-visual aids :-	
	Film projector / Films / Educational television / video cassette recorder/ computer.	One per school.

It is seen from the table insinuated over that the principles for the different kinds of remarkable appearance aids were made. These principles were by the going with :-

The availability of non-projected aids like dull A

sheets, rollup-sheets, pictures, figures, frame, pennants, flannel graphs, diorama, mobiles, globes and models suggested were one for every division would be perfect in the schools. The blueprints and guides suggested were three for every division in the schools. B :- As far projected visual aids like slide projector, filmstrips projector, epidiascope, above projector and straightforwardness expected were one perschool. The other projected visual aids such as slides and ore unassuming than regular slides expected were 25 for each school, filmstrips proposed were five for each school where as escalating instruments were six for each school.

As the audial aids to be express radio and recording gadget expected were one for each school. The number of cassettes fifteen for each school would be adequate in the school.

The availability of smart teaching aids i.e. film projector, film, educational television, video recording contraption and PC proposed was one for each school. According to these principles the availability and ampleness of the shrewd appearance aids in the schools of Dehradoon region was broke down. In any case, the models so obvious level, it isn't ensured as standardized.

CONCLUSION

Without any pre-decided target standard of estimating ampleness of keen Teaching Aid Material, it was hard to pass comment on the adequacy or inadequacy of the various media helps in schools. Anyway some crued technique dependent on the midpoints, found in conference with the deans of the schools, Education Officer, Deputy Education Officer of area, Square Education Officers, Experts in the field of various media instruction and a few Educationists .The accompanying criteria for brilliant Teaching Aid Material were advanced to gauge the ampleness of the savvy Teaching Aid Material in schools. Anyway it couldn't be guaranteed that the criteria developed as beneath were institutionalized, targets and undeniable.

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