
Analytical Study of Commerce Teachers' Response to AV based Teaching

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Introduction:

The era of twenty first century is often regarded as the era of technology. Today technology plays a very important role in our life. It makes our life easy. Not only this, it is one of the most important factors that lead to country's economic growth. As we know that the developed countries has the most advance technology; those countries which have poor technology, their economy growth is very slow. Technology determines growth. In addition to this, the importance of technology is seen as a medium through which other aspects of society progress. It has recently gained a significant momentum in the field of education. And it is through education that makes a citizen aware of technically know-how in the globalized world. So, technically know-how is the need of the hour also even in the field of education.

The education system has undergone a radical change over the past decades. This change has occurred not only through effective teaching methodology i.e. recruitment of well qualified teachers, improvement in curriculum and better school campuses but also the introduction of technology in the field of education. One of the well noteworthy contributions observed in the field of education is the introduction of audiovisual technology and its various implications in the teaching-learning system. In order to cope with the emerging dynamic world, several efforts have been made to launch more sophisticated technology in education system. It is in the view to enhance knowledge and impart ideas of the learners to create a healthy atmosphere in education system. Precisely, education through technology helps learners to adapt constantly evolving society and creates a well academic atmosphere. For instance, usage of computer implications, interactive whiteboard, 2Dimension or 3Dimension demonstration, videos and animations are widely approved in education system and have had several improvement in teaching as well as learning process.

Definition of Audio-Visual Aids:

1. According to Burton, audio-visual aids are those sensory objects or image which initiate or stimulate and reinforce learning.
2. Carter V. good defined – "Audio-visual aids are those aids which helps in completing the triangular process of learning i.e., motivation, classification and stimulation".
3. According to Edgar Dale, Audio visual aids are those devices by use of which communication of ideas between persons and groups in various teaching and training situation is helped. These are also termed as multi-sensory materials.
4. Goods Dictionary of Education; Audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
5. Kinder, S. James: Audio visual aids are any devices which can be used to make the learning experience more concrete, more realistic and more dynamic.

Thus, from the above definitions we came to know that audio visual aids are the added devices that make the teaching and learning process more effective. It is one of the method which a teacher can present his ideas in a most lucrative and easy manner.

Relevance of the study:

The title of the topic is defined as considered the importance of technology in variety of field. It deals with application of AV technology in promotion of business education. So, the study has great relevance in the present index:

The following is the relevance of research:

i) Academic relevance:

From the academic point of view the research shall be useful in developing suitable curriculum instruction making the teaching methodology more effective. It will help in understanding the areas which can be rightly taught by using AV technology.

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ii) Research relevance:

The researcher shall to know how AV technology can be applied in different area of education where students expectation be met. It will also help the institute to design a content that can be developed in AV form which can be useful in developing learning process.

Objectives of the study:

- i) To know the teacher's response to AV based teaching methods.
- ii) To understand the possibilities of usage of AV technology in business education.
- iii) To measure the effectiveness of the usage of AV technology in teaching.

Technique of analysis of data:

The researcher is collected qualitative and quantitative data from the respondent.

Some of the quantitative parameters of data analysis are as follows:

- a) Number of colleges adopting AV technology.
- b) Number of teachers adopting AV method of teaching.
- c) Number of students accepting AV method over traditional teaching method

Literature review:

Oliver Carding in his paper, "The importance of audio-visual technology in education" explained two main reasons for importance of AV technology in education. First, it gives quality education and second, it acts as an integral to future employment prospects.

In the research paper – "Use of Audio Visual aids for effective teaching of biology at secondary Schools level" by Samreen Akum, Sufiana and K.Malik, explore and compare public and private biology teachers' views about the use of audio visual aids in teaching. And the result was found that there is a positive relationship between facility of AV aids and the teachers' attitude.

In the research paper, "Impact of use of Audio-visual in Teaching", done by Balkrishna Damle discuss the experiment carried to evaluate the use of digital audio-visual medium to teach the module of 'effective communication'.

In the research article, "Technology and Classroom Practices: An International Studies" by Robert B. Kozma study how classrooms world-wide are using technology to change the practices of teachers and students.

In the article, "Audio Visual Education in action", by Dorothy Blackwell, explained the steps of using AV aids effectively in various field.

In the research done by Prof. Jadal M.M., it discusses the effectiveness of the Audio-Visual aids in teaching and Learning of English at Primary Level. He found out that effectiveness of multimedia over the other approaches in teaching learning in English at Primary level revealed the fact that 80% of the teachers accept that AV media is the best approach. And use of media results in better achievement for the students also. So, it has a wide significance from the view point of teachers as well as learner at primary level of education.

Insights Gained from Review of Literature:

The insights gains from the study are as follows:

- 1. AV aids is the best tool for making teaching effective and the best dissemination of knowledge.
- 2. If AV aids is use appropriately and in the right place, they contribute to purposeful teaching.
- 3. To gain it one should choose the equipment/aids which is comfortable of and that suit the lesson.
- 4. In present scenario, students expect the traditional teaching-learning through media other than traditional text and lecture formats.

The use of technology in education is considered as a significant tool to provide quality education, which have no geographical limits, provided basic minimum quality of delivery is assured. In order to derive maximum benefits, the technology should be used properly and its objectives should be clearly defined. The selection of the instruction method should be appropriate for the particular purpose of the study engaged.

This chapter explains the line of perception for both teachers and students regarding the use of technology and its roles in education through analyzing the experiment (Questionnaire method) carried out during my field work. These data are collected from various teachers and students (undergraduate and post-graduate level) across many institutes of Commerce and Management studies. This test/experiment was primarily conducted in Pune. The analysis is categorized into two groups: one for the teachers and another for the students.

For the category of teachers, the analysis consists of two main parts: Part A: profile; which includes gender-wise classification, teaching experience and specialization subject. Part B: teaching system and method adopted; which discusses the existing methods of teaching and opinion regarding AV method of teaching.

For students' category, the analysis consists of four main parts: Part A which consists of gender-wise classification, program undertaken, and medium of instruction. Part B consists of their parents' income, nature of their colleges, and social background of their family. Part C discusses the existing method of teaching in their respective colleges and its strength and weaknesses and their opinion to improve the quality of teaching. And last Part D discusses about AV method of teaching and their perspective toward it.

Teaching System and Method Adopted

This section explains those findings of the data analyzed regarding the nature of the methods used or adopted which are prevailed in the existing teaching system of business education. The analysis is done by mentioning those particular questions collected in the questionnaire made during the field work conducted. It is in the view to derive some findings on the account of teaching methods already used and enquire if possible to develop some teaching methods to enhance the knowledge of business education more effective and reliable.

It is for the purpose of the research, the first questionnaire is being set with five prominent teaching methods namely Lecture, Group Discussion (G.D.), Case Study, Role Play and Presentation using AV technology which are commonly adopted in the field of business education. There are many possible combinations of methods which are varied from one teacher to another and from one field of study to other. This section broadly analyses all those possible combinations available in teaching methods and seeks to draw some conclusions regarding the useful of teaching methods in business education. \

The following questions are related to the area of teaching methods and the explanation thereafter by showing figures with the table respectively.

1. Which method you adopt most to teach the subject you deal with?

Lecture Role play Case study Group discussion Presentation.

Table 1: Methods Used in Teaching

Methods of Teaching	No. of Teachers
Only lecture	14
Lecture and G.D.	5
Lecture and Presentation	7
Lect., G.D. and Presentation	11
Lect., Case study and G.D.	1
Lect., Case study and Presentation	2
Lect., Role play, Case study, G.D. and Presentation	3
Only Presentation	2
Total	45

The table shows the different existing methods of teaching used by the total number of 45 teachers and their various combinations of teaching methods. From this table, it can be precisely observed the choice of teachers using technology methods in teaching. By observing the data provided above, it is being concluded the fact that 'lecture' is commonly considered as an inevitable method available for almost for every teaching. Lecture, as a commonly accepted method, is a must for any available teaching which aims to provide minimum requirement activity for presenting a broad understanding of any subject or topic.

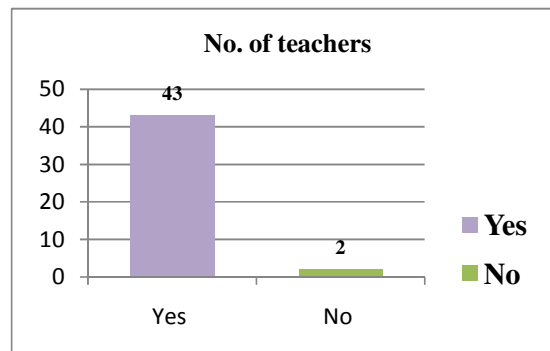
Besides lecture, it is an essential theme to raise some imperative inquiries about the preference made by teachers in their teaching methods in order to draw attention of the students. To the general understanding, audio-visual (AV) technology has evolved as a significant teaching method with which more concise and compact ideas of any area or subject can be easily and effectively enhanced. It is no doubt to assert that in most of the cases, presentation is basically done through the help of AV technology. Any lecture can be better understood with the help of presenting an audio-visual analysis: through projecting diagrammatic representation of the data with properly generated sound or either of the both. As compared to presentation method, other teaching methods like G.D., Case study or Role

play are found less desirable for teachers in their teaching activities despites G.D. comes a bit closer to presentation method.

2. Do you use the mix of the above method?

- a) Yes b) No

Figure 2: Opinion of the Teachers.

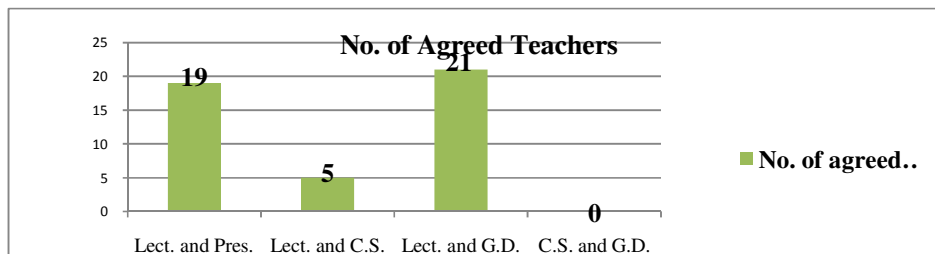


Before proceeding further for the research, it is necessary to know whether the teachers are using mix method of teaching or depends on only one method of teaching. So, the information on such question is collected. And the data shows that almost all the teachers i.e. 43 out of 45 are using mix method of teaching. The figure of lecture is not considered as a separate method of teaching as earlier mentioned, since it is a least requirement for teaching activity for any subject.

3. If yes, which combination you find ideally suitable?

- i) Lecture and Presentation.
- ii) Lecture and Case study.
- iii) Lecture and Group Discussion.
- iv) Case study and Group Discussion.

Figure 3: Ideally Combination Teaching Method



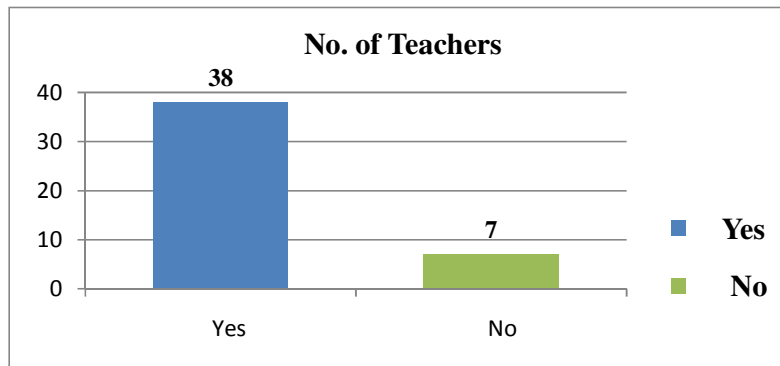
This information is collected because nowadays teachers do not depend on only one method of teaching. They use mix method in order to improve the quality of teaching and some particular combinations of methods are given preference in teaching. Various combination of teaching methods are feasible and generally most of the teachers choose their own way of combining methods in teaching process as per their convenience. Here, this research draws a limit and discusses only four combination i.e. lecture and presentation, lecture and case study, lecture and G.D. and case study and G.D. The two combinations between lecture and presentation methods as well as lecture and group discussion methods are both given higher preference and considered as ideally suitable combinations of methods though not in equal degree.

Precisely, it can be concluded from the data given above that teachers still prefer to use traditional method (combination of lecture and G.D.) which is seen in the figure of the table 6. In meantime, the data shows that there is an increasing awareness among teachers regarding the useful of audio-visual technology in teaching method. As given in the combination of lecture and presentation, the figure is very close to the lecture and G.D. combination which explains that presentation has been constantly emerged as a favorable method for various teachers using in their teaching activities.

4. Do you think that lecture method has its own limitation?

- a) Yes b) No

Figure 4: Opinion of lecture method



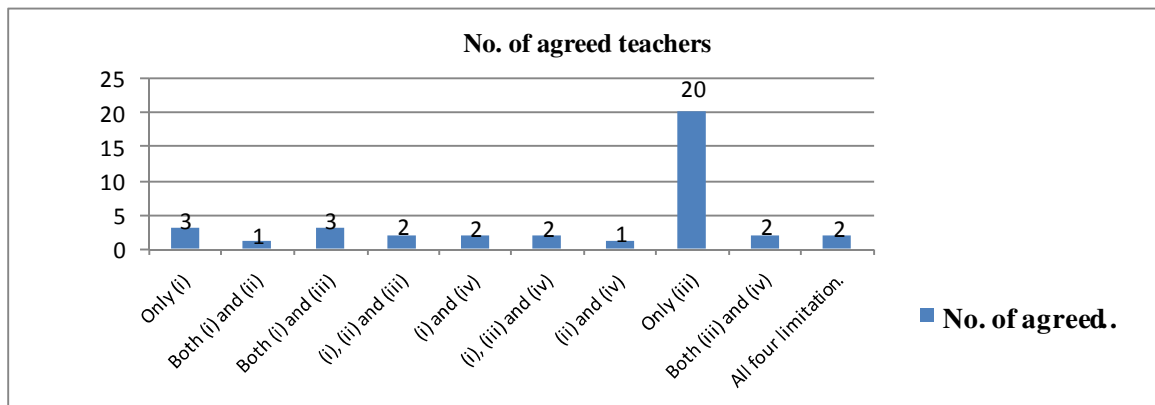
It is to evaluate the ideas whether lecture has certain limitations in teaching method. The data provided above shows that most of the teachers i.e. 38 out of 45 believe that lecture method does have certain limitations and it should be supported with other available methods of teaching.

In concise terms, since lecture method is only to impart some fundamental knowledge on the subject matter, it requires the help of other technically based knowledge production in order to acquire effective and durable understanding. The next table explains some of the limitations set for lecture method which are commonly understood in the existing teaching system.

5. If yes, what are the limitations of lecture method?

- i) Audience is passive.
- ii) Difficulty in understanding.
- iii) Communication is one way.
- iv) Ineffective in case of lack of knowledge.

Figure 4.8: Limitation of Lecture Method



As mentioned earlier, 38 teachers agree that lecture method has certain limitations. Out of these four limitations of lecture method commonly acknowledged i.e. (i) Audience is passive, (ii) Difficulty in understanding, (iii) Communication is one way and (iv) Ineffective in case of lack of knowledge, more than half of the total number of teachers who agreed that there is certain impediments in process of communication. This lack of effective communication between teachers and students is basically due to one way process of imparting knowledge.

This information given above mainly helps to conclude that the process of effective teaching can only be possible when there is a chance of interaction and sharing of thoughts between who impart knowledge and those who receive it. It basically means to argue that there should be multiple options available where students can involve in teaching and learning system.

Communication is the one of the essential factors or processes of acquiring knowledge. It helps to draw broad understanding through sharing the different views and ideas; an idea or view would be stagnant or standstill if a way of exchanging myriad thoughts is not possible between the receivers

and the informers. In the light of limitations observed, it is appropriate to explain some of the basic reasoning why the lecture method is still considered as one of the most favourable teaching methods available in the present context of teaching system. The next table explores some the merit points of the lecture method.

6. **What is the strength of lecture method?**

- i) Low cost.
- ii) Present factual material in direct, logical manner.
- iii) Contains experience which inspired.
- iv) Stimulate thinking to open discussion.
- v) Useful for large group.

Table 6: Strength of Lecture Method

Sr. no.	Strength	No. of agreed teachers
1.	Only low cost	1
2.	Low cost as well as present factual material in direct, logical manner.	1
3.	Low cost and contains experience which inspired.	1
4.	Low cost and useful for large group.	2
5.	All the four points' i.e. low cost, present factual material in direct, logical manner contains experience which inspired and useful for large group.	3
6.	Low cost, contains experience which inspired and stimulate thinking for open discussion.	1
7.	Low cost, contains experience which inspired, stimulate thinking for open discussion and useful for large group.	3
8.	Low cost, stimulate thinking for open discussion and useful for large group.	1
9.	Only present factual material in direct and logical manner.	3
10.	Present factual material in direct and logical manner as well as contains experience which inspired.	1
11.	Present factual material in direct and logical manner as well as stimulate thinking to open discussion.	1
12.	Only contains experience which inspired.	1
13.	Contains experience which inspired as well as stimulates thinking to open discussion.	1
14.	Only stimulates thinking to open discussion.	8
15.	Stimulates thinking to open discussion and useful for large group.	2
	Total	30

One of the significant reasons of considering lecture as a favorable method is that it allows to open up for further discussion and analyses through critical evaluation. Lecture method creates ample space for open discussion and encourages in articulating different opinions, suggestions and ideas. This is briefly acknowledged as the opening up the space to allow effective communication between learners and teachers, once communicative process is failed then the lecture method cannot be properly functioned.

So, it is true to suggest that only a proper lecture seeks to provide an effective way of communication. It must also aim to encourage the learners to share their views on the subject matter being dealt with.

7. **Do you think that using different method to teach different topic is better method to learning process?**

- a) Yes b) No

Table 7: Opinion Regarding Mix Method of Teaching

Sr. no.	Opinion of the teachers	No. of agreed teachers
1.	Yes	44
2.	No	0
3.	No response	1
	Total	45

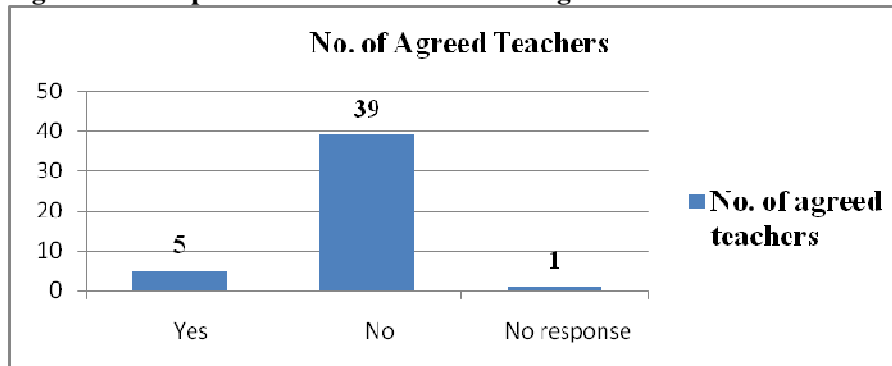
Combination of different methods of teaching is simply put as mix method of teaching. This part is to inquire whether the teachers prefer using mix method of teaching or not. The data shows that 44 out of 45 teachers i.e. almost all the teachers use mix method of teaching. Relying on a single method cannot be helpful in proper articulation of ideas. Different combination of methods, of course, is necessary since different areas or studies can be dealt better with different methods. For instance, in some particular cases, a lecture is better understood with the help of the diagram representation through using audio-visual technology.

So, mixing methods explain things better and bridge the gap where one method cannot fully apprehend the given area of study. Using different methods in teaching is a better method to learning process.

8. Is combination of different method leads to confusion or lack of interest among the students?

a) Yes b) No

Figure 4.11: Impact of Mix Method of Teaching to Students



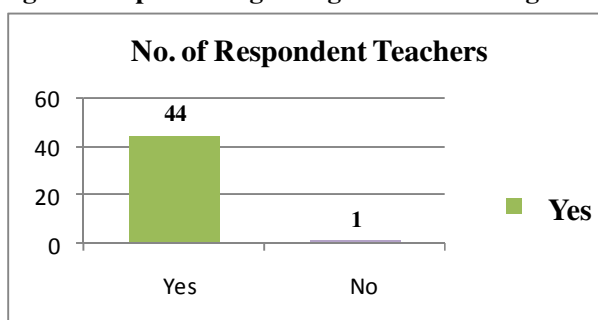
As earlier mentioned the use of mixing different methods can explain things better and enhance understanding. Likewise the table 10, the finding comes out to be same explanation that teachers are in favour of using mix method of teaching as to articulate points comprehensively and further it leads to improve the quality of learning for the students. So, it's equally important to know the impact of mix method of teaching to students.

And it is found that maximum number of teachers agreed that combination of different method does not lead to confusion or lack of interest among the students. In fact, it improves their learning ability.

9. Do visual plays an important role in learning process?

a) Yes b) No

Figure 9: Opinion Regarding Visual Teaching



Apart from the analysis above analyses, this part discusses the importance of visual based teaching. The diagrammatic representation of data plays a very important role in the field of teaching methods especially in the teaching of business education. The practice of teaching through visual aids methods helps to imprint understanding in the mind of the students in very long time, ideas are easily represented with less time consuming. From these some of the reasons, visual based teaching method has been constantly emerged as significant contribution to the evolution of education. Through the help of visual aids, learning process makes easy.

It is easily noticed that almost every teacher makes best efforts to incorporate ideas and impart them through showing visual technology in education.

10. Do you think that using Audio Visual (AV) method of teaching has a vital impact on a teaching process?

- i) Yes ii) No

Table 10: Impact of AV Method of Teaching

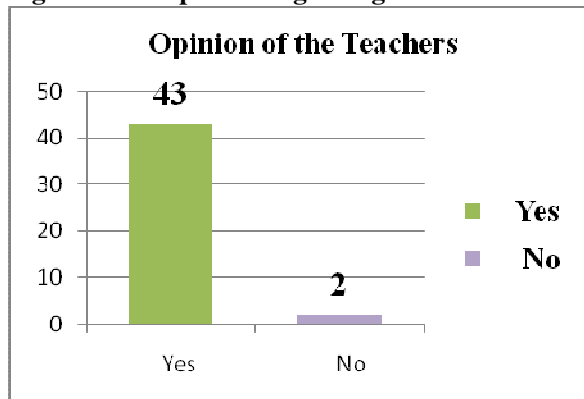
Sr. no.	Opinion of the teacher	No. of agreed teachers
1.	Yes	45
2.	No	-
	Total	45

The data provides that using audio-visual technology method has massive impact in both teaching and learning process. Using of AV technology in teaching methods improves the standard of teaching and learning process at large spectrum. It adds another significant dimension in the field of advancement of intellectual inquiry and it copes with the average problems of teaching existing in the present education system. Introducing AV technology is the most innovative contribution in the field of teaching methods. The following analyses are to determine both positive and negative impacts of AV methods used in the teaching practice.

11. Can teachers use his/her creativity effectively by adopting AV method?

- a) Yes b) No

Figure 4.14: Opinion Regarding AV Method of Teaching



AV method creates multifold scope for teachers to construct their creativity on the method used in teaching. It is very certain that both positive as well as negative impact on teaching learning process can be acknowledged in their using of AV method. Basically, using of any AV method more or less depend on the willingness or convenience of the teachers for the different purpose and context. It is necessary to know how much it has its impact on education positively or negatively. And also adoption of AV technology in education is directly related with this information.

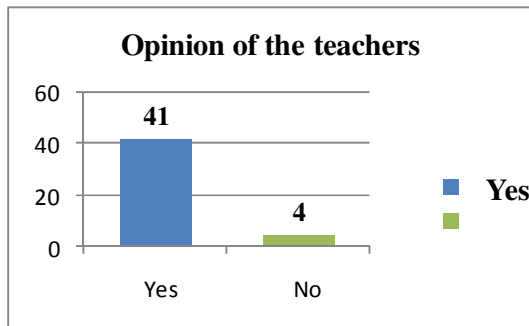
According to the data, 43 teachers out of 45 teachers have positive opinions when it comes to creativity adopted in AV method and their creativity has further produced effective learning and teaching. It means that positive impact is higher than the negative impact in using creativity of teachers' adoption of AV technology method.

12. Do you think that AV technology has improved the quality of learning process?

- a) Yes b) No

Figure 12: Opinion regarding AV technology in relation to quality of learning process

Opinion



As mentioned above AV method has enormous positive impact in learning process. The matter is important to raise a question whether using of AV technology has improved the quality of learning process.

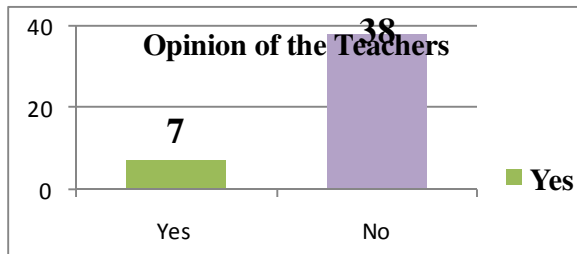
Any teaching method always aims to construct the finest way of teaching process that leading to increase the qualitative values in imparting knowledge. In the light of this view that every method has certain weakness and strength, it is very imperative to pay awareness on basis of which type of method or any form of combination of methods ensure quality of learning process.

From the data available, it is concluded most of the teacher's opinions suggest that using of AV technology in the teaching process in fact improves the quality of education, and hence useful to learning process.

13. **Can adoption of AV technology reduce the role of teacher in learning process?**

- a) Yes b) No

Figure 13: Opinion Regarding AV Technology in Relation to the Role of Teacher in Learning Process



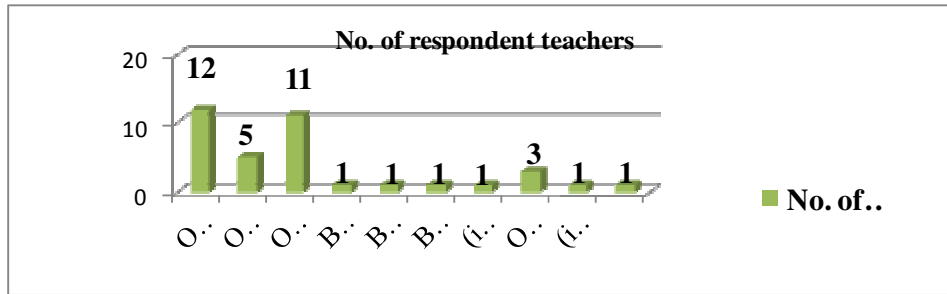
Since AV technology method reduces the total volume of the teachers' work for some extents, it slightly affects the role of the teachers as well as in learning process. However, this does not totally ignore the importance of the role of the teachers in teaching activity; rather it helps to create some innovative or creative thoughts and methods to develop effective understanding. It allows teachers to get ample time to concentrate on some other areas of the subject.

Despite some teacher i.e. 7 out of 45 teachers agree that adoption of AV technology reduces the role of teachers in learning process. On the other side, most of the teachers are in the favor of the view that adoption of AV technology doesn't reduce the role of teachers in learning process.

14. **What are the threats posed by AV technology in regard to the roles of teacher in learning process?**

- i) Fear of adaptation to new technology.
- ii) Neglecting towards systematized reading.
- iii) Reducing thinking process.
- iv) Lack of in-depth study.

Figure 14: Opinion of the Teachers Regarding Threats Posed by AV Technology



15. Do you think that AV technology shall replace the role of teacher in the days to come?

a) Yes b) No

Table 15: Opinion of teachers

Sr. no.	Opinion	No. of teacher respondents
1	Yes	5
2	No	40
	Total	45

Conclusion:

In the present study, the scholars have tried to evaluate opinions of commerce teachers as to AV technology and its application in cultivating appropriate understanding of various subjects related with business and commerce. It is noticed that though there is a favourable inclination of commerce teachers towards use of AV technology in teaching, however a large number of teachers are yet to develop a right understanding towards AV teaching methods. There is a significant psychological barrier towards AV technology which is a major constraint that restricts the teachers from implementing this technique in day to day class. Efforts need to be made–

- In order to popularize AV technology as a teaching tool,
- For developing a positive attitude amongst teachers towards use of AV technology,
- For removing the psychological barrier towards use of AV technology and
- For creating a conducive climate that supports the use of AV technology in day to day class room teaching.

The physical and infrastructural limitations are not the major barriers, but it is the mental block that needs to be given prime attention.

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