

Employability of Teaching Aids by Pre- Service Teachers at Colleges of Education in District Jammu

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Abstract

This study was carried out in District Jammu of Jammu and Kashmir (U.T) to study the perception of the pre-service teachers regarding the employability of the teaching aids in teaching practice programme. Along with this, the researchers also tried to find out the difficulties encountered by pre-service teachers for preparing the teaching aids while teaching practice. The researchers also made an attempt to understand the opinion of pre-service teachers towards using ICT as a teaching aid during the teaching practice. In order to achieve the articulated the objectives, a total of 310 pre-service teachers of all the private B.Ed. colleges (19) of District Jammu has been selected with the help of simple random sampling technique. Out of 310 pre-service teachers 290 pre-service teachers were females and 20 were males. From each selected B.Ed. college 25% sample has been selected. The data collection process was accomplished with the help of self-constructed semi-structured questionnaire and Likert type scale. The findings indicated that half of the respondents thought that instruction given by using teaching aids promotes active involvement of the learner. The study found that 48% pre-service teachers believe that using teaching aids in the teaching process makes the teaching process more effective. The study revealed that 50% of the respondents felt that ICT enabled devices were gradually replacing the use of traditional teaching aids. 73% were able to use ICT for assessing the students' knowledge in their concerned subject while 27% of the respondents did not agree. The study found that 50% respondents thought that ICT aided learning helps the students in saving time, energy and resources.

Keywords: Teaching aids, Pre-service teacher, Pre-service teacher education, Audio- visual aids, ICT

INTRODUCTION

“Education is the manifestation of the divine perfection already existing in man.”

Swami Vivekananda

The Goods Dictionary defines teacher education as "All the formal and informal experiences and actions that contribute to qualify a person to take on obligations as a member of the teaching profession or to carry out his duties more successfully. Those who support a critical-resistant perspective view teacher education as a component of a larger revolutionary movement that must take into account the needs of various constituencies, particularly the impoverished and disenfranchised, as well as a variety of social and political interests (Bates, 2008 & Kumashiro, 2010). Ball (2009) stated that the curricula and teaching in

the goal of teacher education should be to support teachers' growth the ability to use their critical personal analysis to create changes in their culturally and linguistically complex classrooms and expertise in the field in addition to the understanding that they benefit from having pupils (Ball, 2009). There are three types of teacher education programmes in-service teacher education, pre-service teacher education and distance education (Shrinavsan, 2015). Teacher education is mainly divided into two parts theory and practicum. Theory includes foundational courses like Childhood and adolescent, ICT, Educational planning and management etc. and practicum aspect includes internship and field visits. Getting experience in the classroom is crucial to become a teacher. It gives aspiring teachers first hand exposure to a real classroom setting (Ngidi & Sibaya, 2003:18; Marais & Meier, 2004:220; Perry, 2004:2 as cited by Kiggundu, & Nayimuli,(2009). While During practice teaching, a student teacher gets to practice the skill of teaching before entering the field of education as a profession. (Kasanda, 1995 as cited by Kiggundu, & Nayimuli, (2009). Student instructors are aware of the importance of practical instruction. Furthermore, as Menter (1989:461) noted, they see it as "the core of their since it offers the "real interface," it serves as "preparation for the teaching profession."(Morrison & Cohen, 2003; Perry,2004: as cited by Kiggundu, & Nayimuli,2009) There are three phases of teaching practice pre-active phase, interactive phase and post active phase. Pre-active phase refers to planning of lessons, lesson demonstration, observation and formation of teaching aids. Interactive phase pertains to behavior and administration and post- active phase describes the consolidation and follow- up. In the teaching and learning profession of the twenty-first century, teachers are excellent facilitators of information and skills (Joseph, 2015 as cited by Kiggundu,& Nayimuli,(2009). Teachers employ instructional tools to improve student learning, grab students' attention, and inspire students to Study. These educational tools include books, computers, DVD players, and other gadgets items (such as a globe, map, or chalkboard) or pictures that assist the teacher in carry out the teaching-learning process with ease. Much is dependent upon the imaginative competencies of the instructor. The learning process can be aided by the use of teaching aids by reducing the time required and making it engaging. Using instructional tools allows students to actively engage in an activity while using their hearing or vision learning. (Ordu, 2021). There are different types of teaching aids based on the time frame. Conventional/Traditional educational resources. Blackboards, chalk, and "dust and mud." Teachers utilized drawing as a typical teaching tool. Educational tools, nature, real objects, and specimens were written about and shown as an educational tool. The typical or conventional resource that was available were the books both for the educators and students. (Ordu,2021) The other type of teaching aids falls under the category of non-conventional/modern teaching aids. Computers, televisions, radios, and interactive whiteboards are the tools of the present time used by both the student teachers and educators. Instead of these other resources, including educational materials, games, exercises, and media, have become accessible to pupils. They have enhanced the pleasure of teaching in variety of ways. The usage of modern resources in education plays a vital role in the present educational process (Ordu, 2021). Compared to the historically used teaching aids, modern teaching aids stimulate both the hearing and the eyes simultaneously employed instructional resources that only stimulated one sense. The new instructional tools encompass more sensory organs (Đurđanović, 2015). Ordu (2021) also expressed that these educational resources are visual aids (pictures, books, periodicals), auditory assistance (CD sound files), audio-visual aids (DVDs, a blend of video and audio content). Power Point Presentation (PPT), slides, film strips, overhead projectors, TVs, and VCRs are examples of projected aids since they may be projected onto a screen to provide a magnified view of the content. They are able to be applied properly to both small and big populations. The huge, vivid, and vibrant pictures make them more efficient than a

help that is not predicted. On the other hand, some of the teaching aids does not need to use projection screens. These materials are only displayed, hung, or handled, for example whiteboard, chalkboard, models, charts, and posters are examples of visual aids. They give first-hand knowledge, encourage active participation from the students, and stimulate students' attention, guarantee superior outcomes and extended retention (Ordu,2021)

Under MHRD e-pathshala, an electronic App in the form of repository of e-books established that instructional aids draw students in, stimulate their curiosity, and maintain their interest in studying. Teaching aids add interest to the learning process. Using teaching aids increases affectivity in the classroom. By adding diversity, variety, and richness to the teaching and learning process, their usage novelty in it. The use of teaching tools keeps students interested and determined to study. Teaching aids help students' learning experiences become more tangible. They make it possible for them to comprehend even the most challenging and impenetrable ideas. They provide the students hands-on, meaningful experiences. Teachers and facilitators may create a dynamic and engaging teaching-learning environment by using teaching aids. Teachers might utilize them to break up the educational monotony brought on by the widespread verbalism in usage (the lecture approach). By using them, a dynamic learning environment is created, which brings affectivity in the classroom. Helps educators employ cutting-edge resources and techniques to elucidate ideas and, as a result become more proficient and successful educators. It gives facilitators the ability to gauge how quickly students are learning. Their usage facilitates tracking students' development. They lessen the work that educators and facilitators must do in order to instructing reduce the amount of time and effort instructors spend explaining topics and students in comprehending them. Visnic, et al. (2017) revealed that active teaching should make proper use of instructional aids. Teaching aids make it easy for students and teachers to get familiar with ideas and occurrences to relieve themselves of several ordinary duties, and hence exhibit a higher degree of inventiveness in the educational setting. With the use of instructional tools, educators may more readily instruction in the light of students' interests, skills, and past knowledge. Teaching resources greatly aid in the quicker modernization of forms and procedures additionally protocols applied in educational settings. Pujiastuti, et al. (2021) reported that the purpose of concrete things is to bring education closer to the actual world for pupils. It is meant for students to learn progressively by employing picture representations that portray the actual scenario in an abstract way using teaching aids. This is located in keeping with the theory that outlines the phases of learning, which states that the process of learning starts with an active method employing tangible items or actual circumstances. A collection of tangible items that are intentionally made, gathered, or organized with the intention of assisting in the development of mathematical ideas or principles is known as a mathematical teaching aid using instructional tools to facilitate learning: 1) Raise pupils' enthusiasm for their studies. 2) To motivate pupils to learn, cultivate their curiosity. 3) may lower obstacles to learning. Halwani (2017) revealed that with the use of multimedia and visual aids, students can significantly increase their proficiency in learning a foreign language. Education has been significantly impacted by technology. However, it has some qualities that might enhance the learning process, like; It has the potential to speed up and improve learning. Teachers can support students' learning by observing and assessing their work. Technology is helpful, and teachers may utilize it to create engaging lessons using a computer. Enables instructors to better illustrate the lesson and present it. Course materials, instructional technologies, teaching aids, technological equipment, and the original reality are all regarded as the material-technical basis of the courses. Poljak (1985) asserts that course materials are essentially "reworked original reality that has been didactically designed can make up for the initial objective reality, which is often inaccessible

because of geographic separations and complexity. Aids to teaching because of didactic processing are more readily available to students as a source of information and resources for enhancing their job abilities. A range of text-based materials that are utilized as a source of information and as a tool for spiritual activity are included in text teaching resources. Textbooks, journals, encyclopedias, literary and scientific works are all included. (Ciric,2014)

Need and Significance of the Study

Teaching aids make it easy for students and teachers to get familiar with ideas and occurrences to relieve themselves of several mundane duties, and hence exhibit a higher degree of inventiveness in the educational setting. Visnic, et al. (2017) stated that in order to make teaching an active activity there must be a proper use of instructional aids while teaching. With the use of instructional tools, educators may more readily instruction in light of students' interests, skills, and past knowledge. Teaching resources greatly aid in the quicker modernization of forms and procedures additionally protocols applied in educational settings. Pujiastuti, et al. (2021) stated that the purpose of modern education is to bring world into the classroom. It assists the students to learn progressively by employing picture representations that portray the actual scenario in an abstract way using teaching aids. This is located in keeping with the theory that outlines the phases of learning, which states that the process of learning starts with an active method employing tangible items or actual circumstances. According to the Halwani (2017) with the use of multimedia and visual aids, students can significantly increase their proficiency in learning a foreign language. Now a day's education has been significantly impacted by technology. Although the use of Teaching aids is very significant but some of the studies conducted by some authors have established that Experimental method of teaching is more effective than traditional method as mentioned by Sivakumar (2014). In other words, teaching science by using low-cost teaching aids is more effective. The study conducted by Gawande (2021) revealed that there was less awareness about modern instructional materials in B.Ed. colleges and the teacher educators did not prefer modern instructional material. Bhuyan (2022) revealed that some teachers use power point presentation in their classrooms, very few teachers use laptops or computers in their classrooms, student teachers want to use modern teaching aids in their classrooms which makes teaching learning more interesting and easier. The study conducted by Adnan (2023) revealed that teaching aids in the teaching learning process positively influences student achievement and interest especially in the field of measurement and geometry. After reviewing the related literature, it has been observed that the teaching aids are very important in the teaching learning process because it makes the teaching learning process easier and effective. The future teachers must use the teaching aids during their teaching practice and should have a positive outlook towards the employability of the teaching aids because if the future teachers know its significance very well, then its fruitful impact can be seen in the performance of the learners at a great extent. So, the researcher felt the need to study the perception of student-teacher with regard to the employability of the teaching aids during their teacher education program, difficulties encountered by pre-service teachers for making teaching aids during practice teaching, and the opinion of pre-service teachers towards using ICT during practice teaching. The results for the proposed study may be helpful for the pre-service teachers about knowing the usage of teaching aids in the classroom. In addition to that the study will benefit the MHRD, teacher training institutions, University Curriculum designers to update the curriculum in which the student-teachers get maximum training in developing teaching aids for their classrooms practice.

Research Questions

- What perceptions do the pre-service teachers possess pertaining to employing teaching aids during their teaching practice?
- What difficulties do the pre-service teachers encountered for preparing the teaching aids during their teaching practice?
- What opinion do the pre-service teachers have about using ICT during teaching practice?

Objectives of the Study

- To measure the perception of pre-service teachers towards employing teaching aids while teaching practice.
- To identify the difficulties encountered by pre-service teachers for making teaching aids while teaching practice.
- To study the opinion of pre-service teachers towards using ICT during teaching practice.

Methodology of the Study

The present study was delimited to all the private B.Ed. colleges of the district Jammu only. The investigator adopted the Descriptive survey method in the present study. All the pre-service teachers of private B.Ed. colleges of the district Jammu have been constituted as the population of the study. There are a total of 19 private B.Ed. colleges in district Jammu with a total of 1219 pre-service teachers of Semester 4th in the academic year 2022-2024. The admission procedure is merit based. For the selection of the sample of the study, the simple random sampling technique was adopted by the investigator. The investigator selected 310 pre-service teachers of the private B.Ed. colleges of District Jammu. Out of 310 pre-service teachers 290 pre-service teachers are females and 20 pre-service teachers are males. From each selected B.Ed. College 25% sample has been selected. In the present study, the investigator used self-made Likert-type scale and questionnaire for the collection of the data from the pre-service teachers.

Table 4.1. Student-Teachers' Views on the Use of Audio-Visual Aids and Technology (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	Teaching aids actively engage learners.	51 (159)	47% (146)	2% (5)	–	–
2.	I avoid teaching aids as they consume too much time.	15% (46)	28% (87)	16% (50)	33% (103)	8% (24)
3.	Pre-service teachers lack support from teacher educators in developing teaching aids.	17% (53)	33% (102)	8% (25)	37% (116)	5% (14)
4.	Using teaching aids disrupts the classroom.	12% (38)	20% (61)	18% (57)	35% (108)	15% (46)
5.	Teaching aids enhance the effectiveness of the teaching process.	44% (137)	48% (149)	3% (8)	4% (12)	1% (4)
6.	Teachers must be competent in using teaching aids.	31% (95)	55% (171)	9% (29)	5% (15)	–

7.	In the tech era, making self-constructed teaching aids wastes time.	17% (53)	28% (87)	16% (50)	32% (98)	7% (22)
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From Table 4.1, It can be observed that 51% of respondents believed that using teaching aids promotes active learner involvement. 28% felt that using aids consumes too much time and energy, while 33% disagreed. 33% thought pre-service teachers lack support from educators in developing teaching aids, and 37% disagreed. 20% considered teaching aids a classroom disturbance, whereas 35% disagreed. 48% believed teaching aids make teaching more effective. 55% thought all teachers should be competent in using aids. 28% felt self-constructing teaching aids in the tech era is a waste of time, while 32% disagreed.

Table 4.2. Opinion of student-teachers with respect to the usage of teaching aids. (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	Teaching aids helps in simplifying the concepts.	45% (140)	44% (137)	6% (19)	5% (14)	—
2.	Teaching aids help students understand lessons quickly and effectively.	43% (134)	49% (152)	4% (12)	2% (7)	2% (5)
3.	Teaching aids substitute an active teaching-learning environment.	45% (140)	47% (147)	6% (18)	2% (5)	—

Table 4.2, depicted that 45% of respondents believed that teaching aids make concepts easy to understand. Although 49% thought that teaching aids help students understand lessons quickly. 47% of pre-service teachers felt that teaching aids helps in creating an active teaching-learning environment in the classroom.

Table 4.3. Interest and knowledge of the student-teachers for using teaching aids while teaching. (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	I am interested in using teaching aids because content is presented in excited way.	50% (154)	42% (130)	7% (23)	1% (3)	—
2.	I am having adequate knowledge in using audio-visual aid in teaching my subject.	23% (71)	49% (153)	21% (66)	7% (20)	—

Table 4.3. shows that 50% of the respondents were interested in using teaching aids because content was presented in excited way. 49% declared that they were having adequate knowledge in using audio-visual aid in teaching in their concerned subject.

Table 4.4. Perception of the student-teachers regarding the usage of teaching aids. (N=310)

S. No.	Statements	SA	UD	D
1.	Every student-teacher should create their own teaching aids for content delivery.	76% (236)	16% (50)	8% (24)
2.	Teachers should always use teaching aids when the lesson requires it.	60% (188)	16% (51)	23% (71)
3.	ICT-enabled teaching aids are gradually replacing traditional ones.	69% (213)	24% (75)	7% (22)

4.	Teaching aids create noise and disturbance in the class, instead of promoting student interest.	38% (117)	25% (78)	37% (115)
5.	Domestic teaching aids are more effective than readymade teaching aids	64% (200)	20% (63)	16% (47)
6.	Teaching aids develops Higher Order Thinking Skills among the learners	81% (251)	11% (35)	8% (24)
7.	Use of ICT should not be mandatory during teaching practice.	46% (143)	21% (66)	33% (101)

Table 4.4 shows that majority of the of respondents (76%) felt that every student-teacher constructs their own teaching aids for content delivery. However, 60% of the student-teachers believed that ICT replacing the traditional teaching aids. Although 38% felt teaching aids caused noise and disturbance instead of creating student interest whereas 38% were stood opposite to it. Majority of the respondents (64%) felt that domestic teaching aids were more effective than readymade teaching aids. 81% thought that using teaching aids in teaching develops higher order thinking skills among the learners. Less than fifty percent (46%) felt that the use of ICT should not be mandatory during teaching practice.

Table 4.5. Challenges of the student-teachers with regard to the usage of teaching aids in the internship schools (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	There is no proper provision of holding teaching aids in the classroom.	20% (63)	35% (109)	22% (67)	22% (68)	1% (3)
2.	I avoid using teaching aids because it's difficult to keep them in school.	18% (57)	22% (69)	28% (85)	29% (90)	3% (9)
3.	Most pre-service teachers borrow teaching aids for their lessons.	17% (53)	45% (138)	22% (67)	14% (42)	2% (10)
4.	Teacher educators don't encourage the student-teachers for using the teaching aids.	16% (51)	33% (101)	21% (64)	27% (84)	3% (10)

Table 4.5 shows that 35% of the respondents felt that in the classroom there was no proper provision to hold the teaching aids although 22% found it difficult to keep teaching aids in school, so they avoided using them, while 29% disagreed. 45% perceived that majority of the pre-service teachers performed their lessons by borrowing the teaching aids from others. 33% felt that the teacher educators don't encourage the pre-service teachers for making use of teaching aids.

Table 4.6. Difficulty faced by the Student-teachers for preparing the Teaching Aids. (N=310)

S.No.	Statement	Agree	Disagree
1.	Difficulty for making teaching aids for each lesson of their concerned subject	61% (190)	39% (120)

2.	Get enough time for making teaching aids for each lesson	79% (245)	21% (65)
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From the analysis of the Table 4.6 it was found that 61% of the respondents found difficulty for making teaching aids for each lesson of their concerned subject while 39% respondents disagreed with the statement. 79% of the respondents got enough time for making teaching aids for each lesson while 21% of the respondents did not think so.

Table4.7. Guidance and training of student teachers with respect to teaching aids. (N=310)

S. No.	Statement	Agree	Disagree
1.	I got proper guidance and support from teacher educators in making teaching aids.	98% (305)	2% (5)
2.	I got proper training from the teacher educators in making low-cost teaching aids.	87% (270)	13% (40)
3.	I got sufficient training in making teaching aids in concerned subject.	87% (270)	13% (40)

Table 4.7 illustrates that that 98% of the respondents got the proper guidance and support from teacher educators in making teaching aids while 2% respondents disagreed with the statement. 87% of the respondents got the proper training from the teacher educators in making low-cost teaching aids while 13% did not think so. 87% of the respondents had sufficient knowledge in making teaching aids in their concerned subject while 13% of the respondents did not agree with the statement.

Table 4.8 Capabilities of Student-Teachers in Utilizing teaching aids(N=310)

S.No.	Statement	Agree	Disagree
1.	I am able to use power point presentation for teaching lessons in their concerned subject	82% (255)	18% (55)
2.	I am able to use ICT for assessing the student’s knowledge in their concerned subjects	73% (225)	27% (85)
3.	I am able to use audio-visual aids while teaching my subject	82% (255)	18% (55)

Table 4.8 shows that 82% of the respondents were agreed that they were able to use power point presentation for teaching lessons in their concerned subject while 18% disagreed with the statement. 73% were able to use ICT for assessing the students’ knowledge in their concerned subject while 27% did not think so. 82% pre-service teachers had been able to use audio-visual aids while teaching their concerned subject while 18% of them disagreed with the statement.

Table 4.9. Perception of student-teachers with regard to the ICT aided instruction. (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	ICT helps in achieving the desired goals in the teaching -learning process	46% (142)	51% (159)	3% (9)	-	-

2.	ICT bridges the gap between theory and the practicum aspects in teaching- learning process.	38% (117)	45% (140)	10% (32)	6% (20)	1% (1)
3.	ICT helps pre-service teachers organize subject matter sequentially for classroom presentation.	37% (113)	54% (166)	7% (22)	2% (9)	–
4.	ICT-aided learning doesn't improve student retention.	12% (37)	29% (89)	19% (59)	34% (105)	6% (20)
5.	ICT-mediated teaching diverts student attention from the learning process.	26% (81)	35% (108)	17% (54)	19% (59)	3% (8)
6.	ICT aided learning process helps the students in saving time, energy and resources	38% (118)	50% (156)	5% (15)	5% (17)	2% (4)

Table 4.9 shows that 51% of respondents felt ICT helps achieve teaching-learning goals. 45% believed ICT bridges the gap between theory and practice. 54% understood ICT aids pre-service teachers in organizing subject matter sequentially. 29% felt ICT-aided learning doesn't improve student retention, while 34% disagreed. 35% opined that ICT-mediated teaching-learning diverts student attention. 50% thought ICT-aided learning saves time, energy, and resources.

Table 4.10. Statements related to the theoretical knowledge of ICT usage of Pre-service teachers (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	Teacher education institutions must offer platforms for pre-service teachers to integrate ICT into teaching practice.	36% (112)	51% (158)	9% (29)	4% (11)	–
2.	Pre-service teachers should master various web technologies used in teaching and learning.	32% (100)	49% (153)	10% (31)	7% (23)	2% (3)

Table 4.10 shows that 87% of the teachers felt teacher education institutions should provide platforms for pre-service teachers to integrate ICT 82% thought that pre-service teachers must had the mastery over the different web technologies that are being used in the teaching-learning process.

Table 4.11. Student-teachers interest with regard to ICT integration in Teacher-Training (N=310)

S. No.	Statements	SA	A	UD	D	SDA
1.	It should be mandatory to all pre-service teachers to have competency in using ICT.	38% (118)	44% (135)	15% (45)	3% (12)	–
2.	I am interested to integrate ICT in teaching of my concerned subject.	36% (112)	53% (165)	9% (29)	2% (4)	–

3.	I require more training on using ICT enabled devices.	35% (108)	52% (160)	6% (20)	(7%) (22)	–
4.	I am aware of integrating ICT in teaching of my concerned subjects.	31% (97)	45% (139)	14% (43)	10% (31)	–
5.	Teacher training can become interesting if it is ICT oriented.	42% (130)	45% (141)	9% (28)	3% (9)	1% (2)

Table 4.11 depicted that 44% felt that it should be mandatory to all pre-service teachers to have competency in using ICT. 53% were interested to integrate ICT in teaching of their concerned subject. 52% felt that they require more training on using ICT enabled devices. 45% were aware of integrating ICT in teaching of their concerned subjects. 45% thought that teacher training can become interesting if its ICT oriented.

From the Table 4.12. it was observed that 50% respondents thought that the pre-service teachers need to have the subject wise orientation with respect to integrating ICT in teaching.

By exploring the reasons, the researchers found that half of the respondents thought that instruction given by using teaching aids promotes active involvement of the learner. The study found that 48% pre-service teachers believe that using teaching aids in the teaching process makes the teaching process more effective. The study revealed that 50% of the respondents felt that ICT enabled devices were gradually replacing the use of traditional teaching aids. 73% were able to use ICT for assessing the students’ knowledge in their concerned subject while 27% of the respondents did not agree. The study found that 50% respondents thought that ICT aided learning helps the students in saving time, energy and resources.

Discussion of Results

Based on the findings of the study, majority of the respondents thought that instruction given by using teaching aids promotes active involvement of the learner. These findings were confirmed by studies done by Halwani (2017). The study observed that by the use of teaching aids students understand the lesson effectively in a short span of time. These findings were confirmed by the studies done by Angmo and Arapu (2018) The study found that Majority of the respondents were able to use power point presentation for teaching lessons in their concerned subject while 18% disagreed with the statement. These findings were confirmed by studies done by Bhuyan (2022). The study revealed that 50% of the respondents felt that they were interested in using teaching aids because content was presented in excited way. **This finding shows consistency with the study done by Visnic, et al. (2017). The study revealed that 51% of the respondents felt that teacher education institutions need to provide different platforms to pre-service teachers for integrating ICT in teaching practice whereas 52% of the respondents also felt that they require more training on using ICT enabled devices.** The study also revealed that 50% respondents thought that the pre-service teachers need to have the subject wise orientation with respect to integrating ICT in teaching. **Similar findings were also found in the study conducted by Jamil, et al. (2017)**

Suggestions for further Research

- The present study was carried out with a few samples and considered one district only. A study can be repeated with the same title by undertaking the large amount of sample size and in some other district for comprehending the actual situation of pre-service teachers in various B.Ed. colleges.

- The present study was confined to the private colleges of District Jammu only. It can be repeated to explore with the same objectives in government colleges and autonomous institutes so that the comparison could be done.
- The study was a descriptive survey in nature and, majority of the data was collected through likert type scale. A qualitative study can be undertaken in order to understand the perspectives of pre-service teachers towards using teaching aids.

Conclusion

Students learning can be greatly enhanced by the usage of instructional tools. An instructor may instruct his pupils utilizing a variety of accessible interactive teaching tools in place of textbooks and whiteboards. It will not only make learning difficult topics easier for them, but it will also help them become more proficient thinkers. Teacher Educators should provide complete training in making low -cost teaching aids so that the pre-service teachers can get the proper knowledge about the execution of teaching aids in the classroom. In addition, to the conventional teaching aids pre-service teachers should get the proper orientation about how to make power point presentations and use in their instructional process. The pre-service teachers should get the training regarding the use of different ICT software so that they can instruct students with the modern teaching-learning procedures. Different types of workshops, seminars need to be organized in order to give the orientation to the pre-service teachers about how to integrate ICT in teaching practice. More stress should be laid on the training of ICT enabled devices.

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