MANAGEMENT OF NON-PROJECTED TWO (2) DIMENSIONAL VISUALS FOR EFFECTIVE UTILIZATION IN THE UNIVERSAL BASIC EDUCATION   (UBE) PROGRAMME.

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Management is concern with all activities put in place to achieve the goals and objectives of an individual or an organization. There are various areas of management, but this paper is concern with material management. And specifically, it focuses on the management of Non-Projected two (2) Dimensional Visuals for Effective Utilization in Schools. It also examined Criteria for selecting non-projected two (2) dimensional visuals that is the still pictures which include photographs and illustration and graphic materials which also include drawing, charts, graphs, posters and cartons. Factors and ways for preserving non-projected two (2) dimensional visuals were discussed. .The management of non-projected two (2) dimensional visual was discussed under the following headings- Acquisition, retrieval, storage and maintenance. The paper was concluded with recommendations for the effective management of non-projected two (2) dimensional visuals in school.

Introduction

In the olden days, teachers believe that the only way to impact knowledge is to use cane. And this is unpleasant and will not enable..the teacher to achieve the set objectives and also make learning uninteresting and school will become a fearful place than a fearless avenue.

With new information technologies in teaching, teachers are now aware that school should not be a fearful place and that learning should be interesting activities, which should appeal to all the sense organs. Nowadays teachers are now making effort in utilizing educational tools known as "Media" for effective and meaningful teaching in schools. Media are channel of communication through which effective teaching and learning can be achieved. Niyi (1995) described educational media as any form of device or equipment which is usually used to transmit information between persons.

Akinpelu (2004) sees the term "Media" as plural form for medium, meaning a means, channel, way, technique or method of achieving something. Aduwa, S.O and Imogie, A.I. (2005) was of the oppion that when variety of material, devices and facilities are designed and scheduled expressively for use with specific classes or groups for particular learning situation they are referred to as Educational or Instructional Media. Salami, Lagbe & Usman (2008) defined Educational Media as people and facilities that can be used to encourage, promote and facilitate educational communication, teaching and learning activities.

Generally, educational media are for educational purpose. Educational media can be classified as projected, software, hardware, print and non-prints. The classification depends on who is classifying the Educational Media.

But in this paper attention will be non-projected two (2) dimensional visual. Non projected two (2) dimensional visuals are visuals having only length and breadth and they are not lo be projected, that is light is not needed for their projection. The reason for this is that they are so abundant and easily obtainable; they are likely to be used more extensively in the classroom than any other visual. Non-projected two (2) dimensional are common on our environment that teachers are sometimes inclined to underestimate their relevance in learning.

In this paper, non-projected two (2) dimensional visuals can be divided into two (2) broad-categories for effective utilization for Universal Basic Education (UBE)   Programme (i) Still Pictures (ii)   Graphics

Media Perspnncl for Effective   Utilization of Non-Projected two (2) Dimensional   for the Universal Basic Education (UCE). Programme

For any effective of non-projected two (2) dimensional visual management there is need for

competent personal.

There are six (6) categories of media personnel (Akinpelu, 2004)

» **Media personnel** - This referred to any staff whether manager, clerk, Radio Repairer, Camera Man working in the centre for Educational Technology.

• **Media professional** - These are people qualified by training and or position, certificated or not. they include television or film producer, radio producer, station manager etc.

• **Educational Media specialists** - These are people certificated in Educational Media by training. These set of people should be specialist in Education.

• **Media Support Personnel** - People here include Technicians, and aides assisting the

professionals. They process special skills e.g. photographer, film editor, graphic artist, printer, script writer etc.

« **Media Technicians** - These are people with special skills in graphics, photography, operator of a - v equipment, repairing or designing skills of educational equipment and components e.g. Technicians, cameraman etc.

• **Media Aides** - These are clerical staff, secretarial staff to assist the specialist in acquiring, maintaining, inventorying, producing and utilizing the non-projected two (2) dimensional visuals.

Criteria for Selecting Non-Projected two (2) Dimensional Visuals

• Instructional objectives;
• Availability of the visuals;
• Age, Level, Interest and background of learners;
• Teacher's capability;
• Cost of the visuals;
• Technical quality;
• Infrastructural amenities;
• Media characteristics;
• Personnel and
• Government support (Adewoyin, 2002).

The Concept of Still Pictures and Graphics Materials. Still Pictures

•Still pictures are photographic (or photograph like) representation of people, places and things. Still pictures are mostly commonly used in classroom setting arc photographs and illustrations.

Graphic Materials

The second major categories of non-projected two (2) dimensional visuals are graphic materials. Graphic materials are photographic, two(2) dimensional materials designed specifically to communicate a message to the viewer. It includes verbal as well as symbolic visual cues. There are five (5) types of graphics commonly used in the classroom situation.

• Drawing (skeleton diagram);
• Charts;
• Graphs;
• Posters and
• Cartoons

Drawing - Drawing are sketches and diagrams employing graphic arrangement of lines to present persons, places, things and concepts. Drawings are in general, finished and representation than skeleton, which are likely to lack details. Stick figures can be like sketches. Diagrams are visually intended to show relationships or help explained processes, such as how something works or how it is constructed

Charts -Charts are graphic representation of abstract relationship such as chronologies quantities and hierarchies. A chart should have a clear, well defined instructional purpose. The most important quality is to keep in mind is "keep it simple".

There are types of charts that are useful for instructional purpose. They are:

- Classification charts;
- Organisation charts;
- Time Lines;
- Tabular chart and
- Flow charts.

- Classification Charts: This is used to classify or categories objects events or species. A common type of classification chart is one showing the taxonomy of animals and plants according to natural characteristics

- **Organisation Charts:** This shows the relationship or chain of order of importance or hierarchy in an organization such as a company, corporation, or government departments.

- **Time Lines:** This illustrates chronological relationships between events or the relationship of famous people of these events.

- **Tabular Chart:** This contains numeric information or data. They also convenient when the data are presented in column as times for rail roads and airlines.

- **Flow charts:** It shows sequence, procedures or as the name implies the "Flow" of a process. Flow charts are naturally drawn horizontally and show how different activities ingredients or procedures emerge to form a whole.

Graphs - Graphs provide a visual representation of numerical data. They also illustrate relationship between units of the data and trends in the data. Many tabular charts can be converted into graphs. Data can generally be interpreted more, quickly in graph form than in tabular form. Graphs are more visually interesting. There are four major types of graph:
- Bar graphs;
- Pictorial graphs;
- Circle (or pie) charts and
- Line graphs.

Posters - Poster incorporate visual combination of lines, colours, and words and are intended to catch and hold attention at least long enough to persuasive one. There are two basic types of posters.

Single glance: This is any poster that can be read and understand at a glance without any spoken word.

Stop and Study poster - Here more time is spent to read and it contain more **words and** pictures.

Cartons and Comics - Cartoons are line drawings that are rough caricature of real people and events are perhaps the most popular and familiar graphic format. A comic is a form of cartooning in which a cast of characters enacts a story in a sequence of closely related drawings designed to entertain of inform the reader. (Aduwa.S.O & Imogie,A.l. 2005) and Ajila, (1990).
- **Acquisition:** - The teacher should be aware that there are ready made non-projected two (2) dimensional visuals which can be purchased by schools.
- There are learning resource centre in both local, state and federal ministries of education which house non-projected two (2) dimensional visuals that could be borrowed for instructional purposes
- There are standard libraries (local and foreign) within the country where some of these non-projected two (2) dimensional visuals are house and made easily accessible to registered members of institutions e.g. British council Library Lagos, United State information service (USIS) and Universities Libraries, visuals can be bought at the various bookshops available all over the country.
  Special agencies such as petroleum Trust fund (PTF) and Universal Basic Education (UBE) can provide visual to schools
  Teachers can make some collection of visuals from cut out of old calendar, magazines, and newspapers

Poster, cartoons and comic can be found at the airlines and travel agencies
Movies and Political posters are available in stores and supermarkets
Cartoons and Comics appear in a wide variety of print media i.e. Newspapers, periodicals and textbooks etc.
Commercial poster companies publish categories containing pictures or their wares.
- Centre for Educational Technology (GET) of various higher institutions of learning such as Colleges of Education, Universities and Institute of Education can produce relevant non-projected two (2) dimensional visuals which can be borrowed by schools and teachers for instructional purposes.
- **Retrival--** The non-projected two (2) dimensional visuals can be retrieved from the following:
    File;
    Folder or large mailing envelopes;
    Port folio;
    Shelves;
    Chalkboards;
    Pegboards;
    Bulletin board;
    Chalk board and
    Magnetic board

Factors to Consider in Preservation of Non-Projected Two (2) **Dimensional Visuals**

Temperature - Non projected two (2) dimensional visuals if exposed to light for too long can easily fade off. Dry weather makes them dry and brittle. They require room temperatures of between 20°C and 23°C and this will enable to be used for longer time.

Dust - Tropical countries are generally dusty, particularly at the beginning and end of rainy season. Also during hannattan season dust can settle down on the non-projected two (2) dimensional visuals to remedy dust effect, effort should be made to keep these visuals in boxes and if possible, cloth can be used to cover them. The non projected two (2) dimensional visuals can also be kept in jackets files and cupboards.

Disaster - Flood or fire, the non-projected two (20 dimensional visuals are better kept safe from flood that can be caused by for gotten open taps in the darkroom or toilet or fire caused by careless wiring or over loading socket point still pictures and graphic materials should not be kept on bare floor, if it is kept on the floor it can be destroyed by water.

Ways of Preserving Non-Projected Two (2) **Dimensional Visuals**

Abimbade (1997) highlighted the following ways of preserving non-projected two (2) dimensional visuals as follows:

(1) Edge Binding - Stock rollers at the top and bottom of the charts help to preserve the charts. Edge binding helps to prevent charts from damage at the edges arising from tear and wear on constant use. The corners can be reinforced with eyelets. Charts may also be found by printers to make them durable.

(ii) **Surface Protection** - Charts must be preserved from dust and grubby hands. Another technique is the use of vanishing and the surface without discoloring the charts. Also, cello phone can be used to cover the charts. It is important to use materials that are not reflective to cover the surface. We can use plastic covering which may be expensive but would permanently preserve the chart from dust and poor handling.

(iii) **Cliart Storage:** Chart should be stored not folded and not rolled.
- they can be laid flat horizontally or suspended vertically.
- Storage should be by size, not essentially by content. If we store by subjector content it would lead to muddle and confusion, whereas we have large number of charts to cope with or smaller chart get mixed with the larger ones.
-     Each charts should be categorized on arrival
S   for   small
M   for   Medium, and
L   for   large.

It is advisable to use size category, and charts should be number as they arrive, not by content or subject.

iv. **Catalogues** - This technique is practiced in the library for books. It is a good approach to utilization and storage of charts where you have many charts on different subjects, the charts can be indexed under the various subjects. Its size letter and number indicate immediately to the teacher where you find it and where to replace it.

v- **Horizontal storage** - This would require special shelving for the charts. According to small, medium and large, they can be shelved after sizes have been decided upon. There should be maximum number of charts that can be stored in a particular shelf of small on medium or large. This will enable easy retrieved and replacement.

vi. **Vertical storage** - Vertical storage may be a better option than horizontal storage. Charts are fastened to wooden laths or lengths of heavy gauge size and suspended on rails in sizes. They are easily removed and easily replaced. Classroom walls may have hooks and nails so that the lath can be hung on the hooks for display purpose.

Small medium and large size charts can be stored segmen tic ally according to sizes, with a demarcation at the end of each size. There should be room for adjustments to suit your subjects and classroom environment.

Recommendations

The following recommendations will be offered for effective utilization of non- projected two (2) dimensional visuals:

Nigerian Association for Educational Media and Technology (NAEMT) should organize workshops, conferences and seminars where teachers will be exposed to different ways of managing, acquisition retrieval, storage and maintenance of non-projected two (2) dimensional visuals.

Government at various tiers should provide enough funds to schools for the purchase of storages facilities for both the pictures and graphic materials.

School inspectors should be recruited to supervise the use of still pictures and graphics in schools by teachers.

Nigerian Association for Education, media and Technology (NAEMT) should prepare

catalogues where the teachers can acquire non-projected two (2) dimensional visuals,

Teachers should cultivate the idea of maintenance culture, so as to prevent wastage of resources.

If teachers have keen interest in the management of non-projected two (2) dimensional visuals their instructional objectives will be effectively achieved.

Conclusion

In the drive for better performance and management of non- projected two (2) dimensional visuals in schools, teachers should be more committed in utilizing the visuals effectively for the Universal Basic Education (UBE) programme.

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