

## **Importance of Instructional materials in the classroom**

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### **Abstract**

Instructional resources help to improve the quality of education by supporting effective learning. Textbooks, multimedia resources, manipulatives, and digital technologies all play important roles in transmitting complex concepts and engaging students in the learning process. Their use enables teachers to vary educational approaches, accommodate diverse learning styles, and encourage active involvement. Instructional materials promote greater knowledge, retention, and critical thinking by incorporating visual, aural, and dynamic cues. Furthermore, these resources close the gap between theory and practice, making learning more relevant and accessible. This abstract emphasizes the need of combining different instructional resources to create a dynamic and inclusive learning environment that maximizes student outcomes.

This study has done in Jeetpur Secondary School. For this purpose the research has taken 30 students of class 10 and 5 teachers who teaches English, mathematics, science, Nepali and social studies in this class. Teachers mentioned that teaching with instructional materials such as maps, real objects, videos, pictures, and teacher made materials and students made materials make the classroom live. Demonstration of such materials make student active to learn. Such type of learning is stable. Students may promote their learning achievements and learning outcomes. They are enthusiastic and anxious to learn many things. Such materials help teacher to deliver subject matter very smoothly.

Students said that they are able to understand the subject matter when a teacher uses different types of instructional materials. These make the class interesting too. They are able to build various knowledge through critical thinking.

**Key words:** Instructional materials, Education, Quality, Critical thinking, Knowledge.

### **1. Introduction**

Instructional materials are critical resources for effective teaching and learning in the classroom setting. These materials, which include textbooks, multimedia resources, visual aids, and technology-driven tools, are essential to the educational process, assisting teachers in conveying knowledge and allowing students to connect with it meaningfully. In today's varied classrooms, where students have a variety of learning styles and skills, using suitable

instructional resources is critical to creating an inclusive and engaged learning environment. The significance of these resources extends beyond the mere dissemination of information. They operate as a link between academic understanding and practical application, making complicated ideas more accessible and intelligible. Instructional resources also allow teachers to accommodate to diverse learning styles, such as visual, auditory, or kinesthetic, ensuring that every student has the opportunity to understand crucial concepts.

## **2. Background of use of Instructional materials**

The use of audiovisual materials in teaching and learning has been debated for over 500 years. The Dutch humanist writer Erasmus (1466-1536) was the first to speak about the need and importance of audiovisual materials in teaching and learning. He raised the issue of using pictures and visual materials in teaching and learning to increase memory and make learning sustainable. Influenced by this idea, John Amos Comenius (1592-1670) included 150 pictures reflecting various aspects of human life in his book *The word of sense objects*. This book proved to be very effective for children's learning. Then, Nelson Greens explained the importance of visual education in 1926.

The practice of teaching and learning through the auditory or Shruti tradition has been in existence since the Vedic period. It is believed that the Vedas were passed down from one generation to another through the Shruti tradition. Over time, when that task became difficult, it seems that the Sama Veda was created to make it easier. The verses of the Sama Veda were filled with rhythm and music to make it easier to remember. The basic mantra of music, “Saregampadhanisa,” is believed to have been created during the Vedic period. In the modern period, Plato also emphasized the use of musical audio materials in teaching and learning, as they are easy to remember. It is believed that children should be taught music from the age of three, as music activates the neurons in the human brain.

### **2.1 Principle of Audiovisual Materials**

The teacher should select the appropriate teaching method for the effective use of audiovisual materials in the classroom. The teacher should also have the freedom to select the audiovisual materials used for teaching and learning. Some important principles of using audiovisual materials in teaching and learning are as follows:

#### **2.1.1 Selection principle**

When selecting audiovisual materials to be used in teaching and learning, they should be in line with the age of the students, their personality, the educational values of the materials, and the educational objectives.

### **2.1.2 Preparation principle**

Resources and materials available at the local level should be used as much as possible in the production of materials. Teachers should have the opportunity to receive training in the production of materials. Teachers should produce some materials themselves with the help of students.

### **2.1.3 Management principle**

Arrangements should be made to keep the produced educational materials safe. The materials stored in this way should be managed so that other teachers can also use them as needed.

### **2.1.4 Presentation Principle**

Before using any audiovisual material in the classroom, the teacher should plan how to use the material effectively. The teacher should be fully familiar with the teaching material and proficient in using the material. The audiovisual material should be placed in a way that all students can see it, so that they can get the most benefit from viewing and listening to the material.

### **2.1.5 Feedback Principle**

The teacher should be able to provide supportive guidance to the students on how to make the most of the material while using the audiovisual material. Such guidance will enable the students to answer every question of the teacher and also help them get the most out of the material.

### **2.1.6 Evaluation Principle**

This principle encourages continuous evaluation of whether the material is being used in accordance with the intended purpose when using audiovisual material in the classroom.

## **3. Characteristics of Effective Teaching and Learning Materials**

Only audio-visual materials with the following characteristics are considered effective in teaching and learning:

- Teaching and learning materials should be meaningful and purposeful.
- Teaching and learning materials should be factual and accurate in every way.
- Teaching and learning materials should be simple.
- Teaching and learning materials should be widely available and affordable.

- Teaching and learning materials should be improved over time.
- Such materials should be able to attract the attention of both students and teachers.

#### **4. Types of Audiovisual Materials**

There has been a tradition of dividing audiovisual materials into three categories: audio, visual, and audiovisual, but with the rapid changes in information technology, another trend has been added. Materials that can only be heard are called audio materials, materials that can only be seen are called visual materials, and materials that can be used for both listening and seeing are called audiovisual materials. In addition to the aforementioned functions, teaching and learning materials that can be read, learned by doing, and directly interacted with are called web-based materials.

##### **4.1 Audio materials**

Educational materials that can develop knowledge, skills, and growth only by listening are called audio materials. Radio/FM, tape recorder, gramophone, telephone/mobile phone, etc. are examples of audio materials. In audio materials, especially by using radio lessons, education can be provided to tens of thousands of students at once.

##### **4.2 Visual materials**

Educational materials that can be used to develop knowledge, skills and growth only by looking or seeing are called visual materials. Visible materials are more effective than audible materials. Although they are more useful in the classroom, it is not possible to educate a large group at once using these types of materials as with audio materials. Overhead projectors, slides, charts, posters and pictures, chalkboards, textbooks, models, computers, video tapes, etc. are examples of visual materials. Although most visual materials can be purchased in the market, it is not possible for all teachers and students to do so due to time, resources and accessibility. Therefore, teachers should make some charts, posters, models, pictures, textbooks, etc. themselves. Students should also help in this.

##### **4.3 Audio-visual materials**

Educational materials that provide both viewing and listening opportunities in the process of teaching and learning are called audio-visual materials. Research shows that these types of materials are very effective since both the eyes and ears are used simultaneously in teaching and learning. Examples of audiovisual materials include plays, movies, television, videos, multimedia CDs, etc.

#### **4.4 Web-based content**

Generally, audiovisual content refers to the audio, visual and audio-visual content discussed above. However, with the invention of the Internet around 1990, another dimension was added to the stream of audiovisual content. That is, web-based educational content. All kinds of opportunities such as printed, audio, visual, moving, audio-visual, and lively interaction are available on the Internet. Email can be sent through the Internet. Questions and answers, homework assignments, and feedback can be done between teachers and students through email.

#### **5. Importance/usefulness of Instructional materials in teaching and learning**

The use of instructional materials in the teaching and learning process helps to attract the attention of students about a subject, clarify their concepts, and motivate them. When using instructional materials in teaching and learning, the teacher should also explain the topics shown in the materials. The use of such materials helps to clarify concepts, think, remember, reason, perform activities, imagine, increase interest in a subject, and increase and develop personal skills. Due to all these activities, ultimately the student's learning becomes easy and deep, and what has been learned is not forgotten for a long time.

#### **6. Review of the related literature**

A literature review is an in-depth study of a small part of the written knowledge that is made up of journal papers, literature reviews, and collections, descriptions, and comparisons of earlier research works. For a certain area, it looks at the most recent college study that has been done in a certain amount of time. It's more than just a summary of previous study. Its goal is to find out what is known about the field right now by looking closely at all the written applied knowledge. In literary review, "literature" doesn't always mean the world's greatest works of literature. It can also mean a group of works that are about the same topic.

Babirye, B. (2022), Instructional resources are vital because they help teachers work more efficiently. The time you would have spent explaining is saved, and pupils progress from familiar to unfamiliar. For example, if you're teaching Arab history, you should bring something with you, such as a tunic, so that when you talk about how they dressed, the students can readily trace and comprehend.

Lawrence, (2020), The study findings indicate that many schools in the study region do not employ adequate instructional materials. They do not have educational materials that the schools must purchase, nor do they create their own. Although all instructors think that



instructional resources are vital in improving students' academic achievement, they do not demonstrate a need for these materials in their classrooms. This suggests that, while instructors are aware of the necessity of teaching resources, they are unwilling to generate them.

Yadav, (2022), Instructional materials refer to both human and non-human resources utilized in teaching and learning activities. Social studies is an integrated subject that covers a variety of topics, including economic, social, and cultural activities, but it may be efficiently taught utilizing instructional tools. The primary goal of this work is to identify and explain numerous instructional tools utilized in social studies classrooms.

Kaiyum, (2011), Although social education was included to the college of education curriculum in 2011 B.S., it was not implemented at the elementary level until 2017 B.S. The National Education System Plan of 2028 makes it more organized. Following the 2047 B.S. movement, the country underwent significant transformation. Recognizing the importance of revamping the school system, the National school Council 2049 was established. After reviewing the previous curriculum, this council advocated the necessity and importance of a new curriculum, including the retention of social education in the curriculum until the secondary level. According to the National Education Council's assessment, Classes 1 through 5 are designated as primary.

Anthony & Andala, (2023), The successful use of instructional resources plays an important role in the promotion of students, instructors, and school performance, as well as the efficacy of employing such materials as teachers' abilities. The goal of this research was to find a link between the use of instructional materials and learners' academic progress in Rwanda's Kicukiro District. Instructional resources were identified as critical to increasing educational quality. It was also shown that when children are taught a topic using instructional materials, their performance throughout the 12 years of basic education improves significantly.

Koirala, (2018), Science is an important subject in school, but many students find it difficult. They do not enjoy learning it, which affects their performance. The teaching environment is not making science interesting for them. Schools do not have enough educational resources. The government does not provide enough materials, and many teachers do not use the available resources properly. Teachers also do not have enough time or materials to create their own teaching tools, so most supplies are bought from the market. Basic classroom supplies like textbooks, boards, and chalk are available, but many schools do not have teaching manuals,

curriculum guides, or reference books. Many schools also have poor physical conditions due to economic and location-related problems.

### **7. Impact of Instructional materials**

The learning achievement of community schools have improved after adopting the method of displaying educational materials in the classroom. The use of educational materials in schools in Deumai Municipality has improved the learning achievement of students. A student has stated that after teaching and learning by displaying educational materials in the classroom, the interest in studying and learning achievement of students have improved.

Roshan Basnet, a science teacher at Jeetpur Secondary School, said that learning has increased because students have the opportunity to learn from the materials displayed in the classroom on any topic they do not understand or have forgotten. “If they do not understand what the teacher is teaching in the classroom or if they forget, they have the opportunity to remember and understand by looking at the educational materials placed on the wall,” said teacher Basnet. “The method of teaching using educational materials has become effective.”

Educational materials have been displayed in all the classrooms of the primary and secondary levels of Jeetpur Secondary School in Deumai Municipality. Charts, pictures, statistics, and sentences related to various subjects have been hung on paper by pulling ropes from the walls and windows.

Teachers and students work together to prepare supporting educational materials according to the context of the lesson in the classroom. Ekdev Bhattarai, an English teacher at this school, said that educational materials are useful for developing language skills, knowledge, and increasing interest in reading.

According to him, the average learning achievement of primary and secondary schools was 48 percent two years ago, but the learning achievement of the last academic session 2080 has reached around 52 percent.

This method, which was introduced in this school five years ago, has been used in all schools in Deumai Municipality since last year. The Education Training Center, Inruwa, had trained teachers on the creation and use of educational materials. Teachers have said that the method of using educational materials has played an effective role in improving learning achievement compared to traditional teaching methods.

According to mathematics teacher Dipesh Baral, the use of educational materials in the classroom has made teaching and learning more effective. The educational materials used by

teachers in the classroom every day according to the lesson have increased the quality of education. Nowadays, after the use of educational materials in the classroom has been made mandatory in most schools, it has been found that students are learning with interest. Educational materials are being used in the classroom as a matter of course in all schools in the municipality. Local teachers say that the use of educational materials has improved the learning achievement of students in these schools.

Students studying in grade 10 of this school have said that after the students started teaching by displaying educational materials in the classroom, their interest in studying and their learning achievement have improved. They said that it is easier for them to learn and understand when teaching by showing educational materials. Bishnu Darnal, a student of grade 10, said that when the teacher teaches theoretically and experimentally using various educational materials required according to the lesson, motivation in studying is increasing. She says that teaching is being done by placing educational materials according to the lesson context on the walls of the classroom where everyone can see them. All of the teachers said that teachers and students have been working together to create educational materials themselves if necessary. They have said that the annual learning achievement of students in schools in this area has improved after the use of educational materials in the classroom.

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