

## IMPORTANCE OF SELF INSTRUCTIONAL LEARNING MATERIAL IN DISTANCE EDUCATION.

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### ABSTRACT

*The achievement and viability of distance education frameworks generally relies upon the investigation materials. Composing for distance education is a seriously difficult assignment and quiet not the same as that up close and personal instructing or composing for a book or a diary. Self-learning materials rely upon abusing the different methods and methods of correspondence to suit it to the requirements of students. SLMs can play out the elements of a live instructor, and subsequently how a distance student may have all the learning encounters which an understudy may have in a homeroom circumstance. SLMs incorporate all the material arranged to invigorate autonomous examination/learning. The students in distance education have less contact with either the establishment or the guide, and rely intensely upon these exceptionally arranged instructing materials. Amendment of SLMs is pretty much as significant as the advancement of the materials for the first time due to two reasons. Each distance showing course should be refreshed every once in a while to consolidate the improvements in the field of study or control. The other explanation is to audit the presentation of the courses in the light of the input that you get from the understudies, guides, advisors, specialists and others to make the course more important, student friendly and scholastically rich.*

**Keywords:** self instructional, distance education

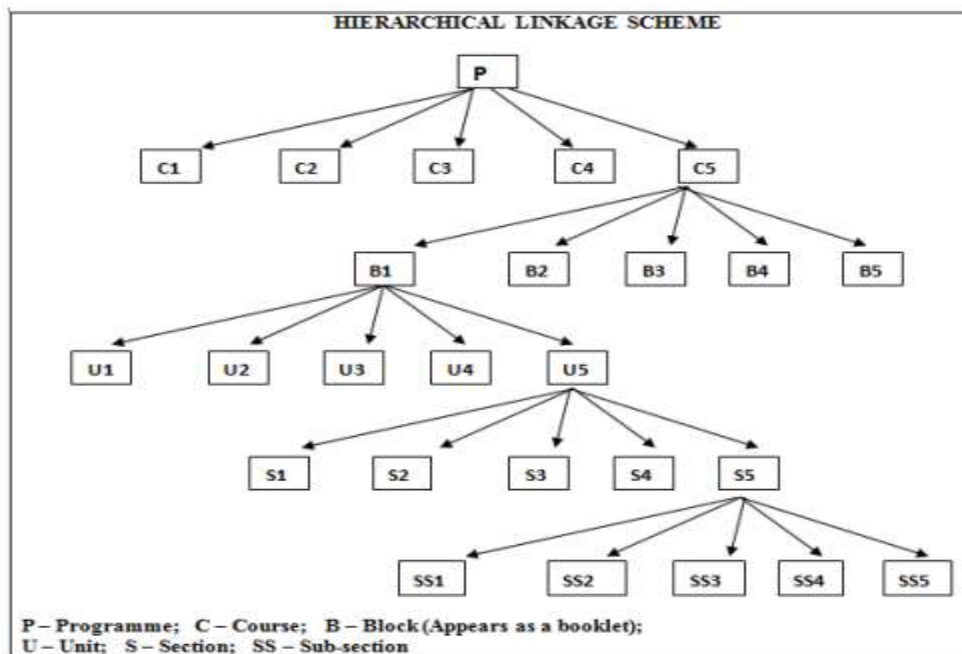
### INTRODUCTION

Printed course material comprises the backbone of instructing through the distance education framework. Indeed, even in cutting edge nations of the existence where Open universities are profoundly evolved, and mass correspondence media and data innovations have achieved progressive changes in educational frameworks, the printed course material is as yet the main methods for conferring guidance to a large number of students a ways off. Uncommon consideration, along these lines, should be taken to guarantee scholastic norm while preparing the course material. The individuals who are working or mean to work in distance education framework, and furthermore for the individuals who want to realize how to create SLM for

distance students and how to overhaul those materials intermittently ought to be comfortable with every one of the significant terms applicable to the cycle of ODL.

Software engineer implies the educational program or mix of courses in a specific field of study. For instance, UG/PG/Diploma software engineers.

Course portrays the showing materials and different segments of the examination. A commonplace distance education course will, for instance, comprise of various booklets of literature, sound and video parts, directing/contact meetings, tasks, library work, laboratory work, project work and so on. A course is separated into Blocks which show up as a booklet of around 60/80 pages. For the most part each square presents one bound together topic. The printed course materials is shipped off the students as squares as a student may feel a more noteworthy pride every time he/she finishes a square. A solitary 'large' book can be undermining from the instructive perspective. Unit is a division of square, at one level as far as the topic or theme and at another level as the material used to show the point. Every unit is broken into segments and sub-areas for the clearness of the show of ideas, data, delineations and so on. Every one of the units of a square are legitimately, and furthermore specifically, connected with one another. At certain foundations, units are called addresses/exercises/points/sections. Yet, the word 'unit' is generally utilized among distance teachers today. The length of a unit is additionally significant component to be contemplated. It might have 5,000 – 6,000 words or 15 - 17 printed pages.



A unit is a pedagogical unit that can be completed by a learner within a reasonable period of time, say for example, 5 – 6 hours i.e., at the most three sittings. Pedagogically, the best unit is the one that can be completed in one sitting.

### **Characteristics of SLMs**

The chapters of a textbook usually present information in a very compact form. They are closer to reference material than to learning materials. They are organized in terms of the subject matter rather than to aid learning. On the other hand, SLMs are the instrument for learning.

1. **Self-inspiring:** The investigation materials like a live-educator ought to be profoundly reassuring for the students. The materials ought to stimulate interest, raise issues, relate information to recognizable circumstances and make the whole learning significant for them. It is difficult to cause these circumstances, without an additional exertion from the course essayist. The feeling of support ought to be reinforced at each phase of learning and maintenance.
2. **Self-learning:** A Unit, other than data, gives the students study manage - headings, hints, references and so forth, - to work with their autonomous learning. To make the substance conceivable, it is upheld by basic clarifications, models, delineations, exercises and so forth
3. **Self-illustrative:** student can go through the material absent a lot of outside help. The substance ought to act naturally informative and theoretically clear. For this, the substance is broke down consistently before it is introduced. This request keeps up the progression and the consistency of the substance.
4. **Self-contained:** Not that distance students ought not look for outer help, or meet an instructor, but a large number of them are not in a situation to get support because of their geological, physical and mental detachment. Thinking about this factor, to the conceivable degree material ought to act naturally adequate so he/she would not be in a difficult situation to those students who are having availability to extra sources and instructors. For this the extent of the substance of the unit ought to be imagined in detail.
5. **Self-coordinated:** the investigation material should target giving important direction, clues and ideas to the students at each phase of learning. Oneself coordinated material as simple clarifications, consecutive turn of events, representations, learning exercises, and so on The material plays out the job of an instructor who can direct, train, direct and manage the learning cycle in homeroom circumstances. Accordingly, the course material should coordinate the whole interaction of learning.

6. Self-assessing: To guarantee ideal learning, the students should know whether they are in good shape. Self-assessment as self check questions, exercises, practices and so forth, gives the students the truly necessary criticism about their advancement (check your advancement), builds up learning, and rouses them for learning. Course scholars need to plan "conceivable or model answers" to the inquiries, activities and exercises set in the unit/exercise with the goal that student can cross check his/her own answers and evaluate their advancement of learning.

### **Learning Activeness**

Eliciting a response is an essential component of learning. So the study material should make the learner active and responsive. A unit is said to be learner active if it has the potential to motivate the learner to sit up and be engaged in various types of academic activities such as jotting down points, explaining the concepts, collecting material, applying what has just been learnt to a new situation, doing self-check exercises, writing assignment responses and similar exercises. Such built in strategies make a unit learner active and pedagogically purposive.

### **There can be three types of learning activities**

Thinking: The various kinds of inquiries spur them to think and discover elective response to the inquiry posed. Other than intuition, such inquiries will survey student's maintenance.

Composing: As there is nobody to give extra assistance, give practice in utilizing the information which they have recently gone through. Straightforward exercises, composing from memory, requesting to clarify the subject in their own words and so forth

Doing: It is said that one learns best by "doing". In science courses, in which we wish to build up specific abilities, some commonsense activities or exercises ought to be given to the students. The material

can be clubbed with commonsense activities. In certain courses, students can be coordinated into bunches at study focuses and offered freedoms to perform abilities, tests, and so forth The course scholars need to account for such exercises inside the materials. These exercises can be various sorts like leading tests, perusing of guides, going on investigation and field visits to gather data and information and so on Access Devices

Devices which help the course writer go close to the learners as possible he/she can, and help the learners come close to the content. These devices enable learners to find what they need to read and make the content more intimate to them.

**Cover page:** Course coordinators have to identify a suitable and attractive cover design for the course. If that is done, that would also communicate some broader view of the course to the learner and acts as an access device.

**Title:** We should give our unit a clear title, a title that can tell the learners what the unit is about.

**Structure of the Unit:** Each unit is given a title appropriate to the content presented in the unit. The learner should get a clear idea about the content being covered in the unit from the title. The structure with itemized sections and sub-sections should be given in order of the occurrence of the content in the material.

**Objectives:** The objectives of the unit should be defined clearly in behavioral terms.

**Division of Content:** Each section is indicated distinctly by **bold capitals** and each sub-section by relative **small but bold** typeface.

**Illustrations:** The content should be supported with appropriate illustrations, diagrams, charts, graphs, photographs, flow diagrams etc

**Glossaries:** Adequate glossaries of keywords, new concepts, and technical expressions should be given in the unit after the summary.

**Instructions:** Precise and unambiguous instructions as how to go through the unit should be given.

### **Developing a unit**

The course material should be oriented towards self-learning so that the learner may be able to learn with or without the support of the teacher. In other words, we have to build the teacher into the course material. The course writers should know about the different strategies through which the subject matter can be presented. The self-learning materials must combine most of the functions of a classroom teacher.

There are three parts of a unit - **beginning of the unit, the main body of the unit, and the ending**

### **Beginning of the Unit**

The capacity of the "starting" is to give definitive direction to the students. The students need direction on the best way to move toward the unit and what's in store from it.

**Design of the Unit:** while the course reading ordinarily has just one 'substance' for the entire book, distance training materials have a rundown of such things for each unit. The rundown of learning things is called 'structure'. The construction with the assistance of plainly separated and consistently masterminded segments and subsections, makes the material more student arranged and student friendly. The segments and sub-segments of a unit are basically numbered in the grouping utilizing one point, e.g., 3.1, 3.2, 3.3... etc. In this model the left hand digit indicated unit number, and the digit on the correct hand meant the part number. It ought to be remembered that we don't utilize numbering past two focuses. On the off chance that you feel that the pieces of a subsection are significant and should be remembered for the construction, that might be put inside the sub-segment without dispensing any number to them. Rather they can be featured with the assistance of strong typeface.

**Prologue to the Unit:** In the acquaintance you need with get, welcome and spur the workers by giving them the feeling that what they will concentrate in the unit is simple and sensible. The presentation ought to be typically be a page or something like that. Since the early on part covers the whole unit and builds up joins with past units, it might really be composed after the unit it finished.

**Components of an introduction:** There are three major components of an introduction.

**Structural Component:** In an introduction, we give information about the previous content, thus, we establish a link between what a learner has already learned and what he/she is going to study in the unit at hand.

**Thematic Component:** This is an overview describing the main components. It is done best by talking informally about the item in the structure, i.e., theme of the unit.

**Guidance Component:** We should provide study guidance to the learners as to what they are supposed to do before they start reading. The study requirements such as time, special activities, back references, equipments, books, etc. should be incorporated in the introduction.

**Defining Objectives:** By objectives mean – what should, a learner be able to do after going through the unit. 'objectives' are different from 'aims'. Objectives are derived from aims. The aims are expressed by a teacher as to what he would try to do or get across through teaching activities. On the other hand, the objectives are the behaviours to be displayed by the learner. In other words, the 'aims' are for a teacher and the 'objectives' are for the learner to achieve. Defining objectives is to identify the terminal outcomes of instruction in terms of observable

performance of learners. These outcomes are to be presented in 'behavior terms' which are also called 'learning outcomes'.

### Components of Objectives

**Condition:** A behavior can be displaced under certain condition. Eg. **After viewing the video programmer**, the learner will be able to do.....; **after attending the workshop**, the participants will be able to explain the concept of.... So, a statement of objectives, therefore, will always start with a condition/situation.

**Behavior, i.e., action:** It indicates what behavior a learner should display after going through the unit. Eg. Distinguish between living and non-living things.

**Standard, i.e., level:** The learners should know 'to what level they should be able to perform'. The learners are expected to achieve this level of the objectives. If you are writing for UG level, the objectives have to be knowledge, understanding and application oriented, if it is for PG and still higher levels, objectives can go beyond application towards synthesis and evaluation.

**Terminology to be used in Objectives:** The objectives are defined in behavioral terms by carefully choosing appropriate verbs which are observable and measurable.

**Knowledge:** Define, write, underline, state, recall, select, list, recognize, reproduce, name, label, and measure.

**Understanding/ Comprehension:** Identify, illustrate, explain, justify, represent, judge, select, name, contrast, indicate, formulate, classify.

**Application:** Predict, choose, construct, select, find, compute, assess, show, use, explain, demonstrate, perform.

**Analysis:** Analyze, select, justify, identify, separate, resolve, conclude, compare, break down, differentiate, contrast, criticize.

**Synthesis:** Combine, argue, select, restate, discuss, relate, summarise, organize, generalize, precise, derive, conclude.

**Evaluate:** Judge, support, identify, evaluate, defend, avoid, determine, attack, select, recognize, criticize, choose.

## Main body of the Unit

Not every learner will want to read every word of the material and, not every learner will work through it once only. The material will be exploited by learners in many different ways, and clear and consistent structure helps them to do this.

The main body of the unit includes the content in the form of sections and sub-sections, each of which presents at least one new point or idea, and self check questions related to those points/ideas.

The body of the unit, therefore, consists of a sequence of materials explaining a topic and self-assessment questions, exercises and/or activities.

A division into suitable sections, sub-sections therefore, provides learners with stopping places.

**Concept Mapping:** No two teachers/writers may present the theme/concept in the same. In other words, the theme may be presented on the bases of differing 'concept maps'. Working out the detailed structure is termed as concept-mapping.

To write a unit, the writer must prepare a few concept maps pertaining to the theme concerned, and then decide on the best of them. If you extend the argument to the concept map under discussion it is possible to develop more than one concept map on the theme and select best one for writing the material.

The course writer needs to aware of the following seven considerations:

**Little advances:** The substance ought to be separated into little reasonable learning steps/exercises, and every movement ought to be put under a segment or sub-segment. The student will precede onward point-by-point. Also, in the event that we need to move from instructor focused education to student focused education, the substance ought to be partitioned into sensibly little focuses to make simpler for the student to move from one stage to the next.

**Legitimate plan:** The substance ought to be intelligently masterminded with the goal that the students can continue starting with one learning point then onto the next similarly as though they are climbing steps. These learning focuses ought to be expressed plainly in the unit and each point ought to be connected with another that follows it. This sensible course of action will keep up both the coherence and consistency of what is introduced.



Requesting the substance: On the bases of investigates in educational brain science, we follow a few standards in requesting the substance for ideal learning.

From known to obscure: Each unit ought to be connected with the section conduct or the pre-information on students. The new information is significant in the event that it is connected with their past experience.

From cement to extract: As far as conceivable we should begin with solid materials and bit by bit present the reflections. To start understanding, we should utilize outlines, tests, exhibits, and so forth  
From specific to general: A specific idea ought to be summed up after a couple of specific cases have been examined. Explicit qualities of gathering/society lead them to make speculations.

From genuine to agent: The students gain rapidly from the real articles/occasions. On the off chance that openness to genuine occasions is beyond the realm of imagination, the assistance of agent structures like outlines, charts, graphs, and so forth, can be taken to make content all the more simple for self-learning. This is especially significant in the instructing of science and related orders.

Customized style: recorded as a hard copy self-learning materials, we for the most part address students by the word 'you'. This provides for the student a sensation of being given individual consideration. The material should give an inclination to the student that he/she is being educated by an instructor who is absent genuinely. Along these lines the most ideal method of getting material across to the student is to make the composing more close to home and intuitive. Such a way of composing will likewise impact the consideration and premium of the students.

Language: Writing is unique and troublesome from talking in a study hall. A self-learning material ought to convince the student to understand it, partake in and cooperate with it before it makes students contemplate it. To help speed up this interaction it is totally important to write in a language which conveys to students successfully and most straightforwardly. A few educators have an off-base thought that in the event that you utilize troublesome words you are all the more insightful. Be that as it may, here while composing SLMs test isn't for grant, rather how best students comprehend and ingest the substance. In learning a good ways off, to simplify correspondence, viable and mandate is basic. It is the imagination of the course author to choose, in light of his past encounters identified with the degree of language for the objective gathering. Likewise student's educational foundation, scholarly development and development of thought predominantly decide the trouble of the language. Accordingly, you ought to write in a basic, plain and clear language. In the event that your unit causes students to counsel the word

reference frequently, it shows the trouble of language. The sentences ought to be short and straightforward. In the event that the sentence is excessively long, break it into at least two little and straightforward sentences. Regardless of whether your sentences, punctuation and jargon are basic and entirely clear, extensive sections may ruin the impact. One thought can be introduced in one section.

**Use of personal pronouns:** Writing for distance learners is talking to them. So let your personal voice emerge in your writing. In our dialogue or conversation, we use 'you' and 'we'. Friendliness motivates learner to read and seriousness makes the learner focus on the subject. Hence a balance between these two has to be maintained in our writing.

**Humour:** There are teachers in the classroom, who use humour to communicate the subject more effectively. Not every teacher has such a skill, but those who have that skill can use it in their writing of SLMs.

**Illustrations:** Illustrations create interest, stimulate, imagination, increase comprehension, and help retain information/knowledge on long term bases. To be effective they should be presented in varied formats, not in a dull and monotonous fashion.

**Assessment:** In SLMs we use two types of assessment. **In-text questions** that include self-check questions, check your progress questions, exercises, activities and assignment question. **Term-end examinations** exclusively measure the learners' performance.

**Self-check questions/SAQs:** the functions of these questions are to help the learner to revise information to support learning, and to assess, for himself as to how much content he has grasped i.e., to provide him feedback. It looks simple but framing relevant questions for a particular purpose (stimulating, encouraging, checkup the progress etc.) and inserting them in the right context is not an easy task.

Care has to be taken that learner has to spend on that minimum amount of time (say 1 to 3 minutes). You may give one or two questions for each section of the unit.

All SAQs must be provided with **model answers/possible answers**. They serve the purpose of feedback to the learners and consequently enhance their learning and maintain motivation.

**Activities:** The activities provide the opportunity to the learners for the practical application of knowledge gained through the print material. The activities are in a sense a pedagogical diversion of learners' attention. An activity is **not a Project**. The learner may spend maximum time of 8-12 minutes. The activities should not involve large amount of time, energy and money.

**Exercises:** Exercises perform slightly different functions from that of activities. Exercises facilitate learning through practice (drill) and reinforcement. Practice is one of the basic conditions of learning.

**Assignments:** The basic purpose of an assignment is to initiate actual dialogue or pedagogical interaction between the distance teacher and the distance learner, and thus reinforce learning. Then the sense of isolation of both the learner and the tutor/academic counselor is reduced. The assignments provide feedback to both the teacher and the learners. This is called continuous assessment. Assignment may contain Essay and Short answer type questions. The scope of each question within an assignment should be defined clearly, i.e, guidelines regarding the length of the answer, points to be covered, criticality, whether to give illustrations, etc., should be stated explicitly.

A tutor has to write his purposeful comments on the assignment and also award a grade to the response.

### **Ending of the Unit**

i) **Summary:** The learner is aided to recall the important points in the unit.

a) **Recapitulation:** Learners recapitulate the important learning points discussed in the unit.

b) **Reinforcement:** Through the summary of the unit, the learners remain motivated for further learning. They feel themselves capable of managing learning without much external support.

ii) **Glossary:** The key words, difficult words, and the neutral/multi meaning words should be glossed at the end of the unit.

iii) **Suggested books:** The suggestion is that the listed books should be useful for the learner and should be easily available at reasonable prices. The presentation of the content should be simple and readable so that the learners can get something more out of these books.

### **CONCLUSION**

Any mode that fits the states of the nation might be received/adjusted. Accentuation ought to be on foundation of an inward workforce practical utilization of media or more all, on a gathering of famous scholars for creating instructional material. Despite the fact that there are helps to keeping in touch with self-learning materials and preparing can be given upgrade abilities,

creation stays a profoundly close to home attribute. In principle it would seem the individual most appropriate to compose the bundle would be unified with the topic readily available as he would not have to investigate the point insight. In any case, proposes that besides in uncommon conditions the topic master is the last man to compose it. Specialists fall flat threeely:

- Where they have extraordinary profundity of information and eagerness for one specific space of subject, they give this point by point inclusion to the disservice of the remainder of the bundle.
- Because they are master in the topic they think that its hard to predict the challenges that it presents to the student are to inclined to overestimate his fundamental information.
- They have no involvement with representation and produce scripts that are basically difficult to show.

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