

APPENDIX-DFORMATS

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To :

Respected Sir/Madam,

You are aware that I am doing my M.Phil. Course under the guidance of Dr. Yeole C.M., Department of Education, Shivaji University, Kolhapur. The statement of the problem of my dissertation is as under:

"Evaluation and Modification of Pre-prepared Self-instructional Material of the Distance Education B.Ed. Course of Shivaji University, Kolhapur."

You being a Technology Expert I am sending two Units of self-instructional material along with 11 standard formats for your perusal. Kindly let me know which format is used for preparing the self-instructional material out of 11 formats ?

I shall be grateful to you if you would kindly co-operate with me in finding out the answer to the above question. I hope that you will be kind enough to solve my problem as early as possible so as to enable me to complete my dissertation.

Hoping to be excused for the troubles.

Thanking you,

Yours faithfully,

Guide

1. A format is a *General Plan or Arrangement*. Any continuous piece of writing may be considered a text. Formats in which texts can be presented differ according to the function the text is expected to serve. The way, for instance, a novel is presented is quite different from, let us say, how a business letter is presented. The business letter has a certain type of *Layout*. This *Layout* or *Format* is expected to increase the *effectiveness* of the letter as a text.
2. *Examine the sample text you wrote in Unit-2. Is it written as a continuous piece of prose or have you arranged your material in a certain layout or format? Are there any headings or subtitles?*
3. Traditionally, in Indian education the word "text" is interpreted to mean a book prescribed by the university or examining authorities on which the teaching and learning activity is based. We are all concerned with the production of distance education study texts. The word "text" in this context has a more specialized meaning. A distance education study text is an **INSTRUCTIONAL TEXT**.

*Can we think about the word *Instructional text* & decide what must its nature be in view of the purpose it is intended to serve?*

4. A famous American educationist and experimenter on the nature of learning from the printed word, E Z Rothkopf, puts it as follows :

For best results, care should be taken not only that students read to learn but also that text has been written to teach.

We could then arrive at an operational definition of instructional text :

An instructional text is a text that has been written with the specific purpose of teaching.

5. Writers of distance education instructional texts have attempted to create a text that can teach using a number of devices and formats or layouts. Some select formats have been summarised below.

Format - 1

Feature-1 : Introduction, putting the entire subject in a broader perspective and establishing its relationship with other areas of knowledge. The *Introduction* contains two sub-section :

- a. *How to use this text, and*
- b. *Prescribed reading, listing the prescribed books as well as offering to some additional works.*

Feature-2 : *Exposition*, divided into chapters. A chapter contains :

- a. *Explanation*, using simple, direct language marked by short sentences and uncomplicated sentence constructions
- b. *Quotations*, of between 3 and 7 lines from prominent thinkers on the subject and significant works.
- c. *Summaries*, of important works related to the theme of the chapter

- d. *Exercise*, clearly separated from the explanatory matter with the help typographic devices
- e. *Answers*, to the exercises
- f. *Questions for discussion & revision*, at the end of the chapter.

Feature-3 : *Index*, at the end of the book listing the important concepts with page numbers at which the concept has been explained.

The Open University 1976
 Realism Logical Analysis
 Milton Keynes : The Open University.
 Pages : 64, large size

Format-2

Feature-1 : *Introduction*, giving an overview of the topic of the book and setting the entire subject in a broader perspective and establishing its relationship with other areas of knowledge.

Feature-2 : *Statement Of Aims Objectives* : Since the work analysed is on Socrates, the aims and objectives appear as follows :

Sample

- a. Whatever Socrates was, he made a tremendous impact alike on his contemporaries and on subsequent generations. One Cambridge scholar referred to him as "one of the three most fascinating people who ever lived, and the only one of the three who has not been worshipped as divine". The others were Gautama and Jesus. *Socrates is worth studying.*
- b. A number of important authors wrote about Socrates: Plato, Xenophon and Aristophanes. *We shall be looking at a substantial portion of Aristophanes's play, The Clouds.*
- c. I hope therefore that at the end of these two weeks (during which time you will study this book)
 - i. you will have become *interested* in and *excited* about Socrates.
 - ii. you will have *shown a capacity to evaluate* conflicting evidence.
 - iii. you will have *made up your own mind* about Socrates.

Feature-3 : *Materials Before you*, a section describing the study materials study texts, prescribed books and related materials like journal articles etc students will be required to use.

Feature-4 : *Exposition*, whose main components are :

- a. *Charts, diagrams, pictures*
- b. *Objective type exercises*

- c. **Answers to exercises, together with comments and in the case of non-objective type exercises, short specimen answers**
- d. **Reading of a related text**

Feature-5 : **A Concluding Section, which brings the Introduction (Feature-1) to a conclusion bringing the various threads together as well as DIRECTING students to extra, related reading. A short summary in about 5 to 7 lines is given after each work. For example :**

Sample

- a. **If you want to read more about the events and ideas referred to in these units, you should read the books on the background reading list. For the historical events, I have mentioned**

A.R. BURN. The Pelican History of Greece. Penguin (1966)
V.R. EHREBERG. From Solon to Socrates. Methuen (1968).

The first is a general history, sound and scholarly, and inexpensive. The second concentrates more closely upon Athens in the period of Socrates's life and the period immediately before it ; it is written by a distinguished Central European scholar and is notable for its integration of cultural history in the total picture.

The Open University 1971
Which was Socrates
Milton Keynes : The Open University
pages : 40, large size

Format-3

Feature-1 : **a LIST OF TERMS & CONCEPTS used in the book, for example**

Sample Assumed From
General Knowledge

@COL2 = Defined In a
Previous Unit

Unit Introduced Or
No. Developed here

cross-section	acceleration	3	angle of incidence
earthquake	Conceptual	1	asthenology
	model etc etc		

Feature-2: **introductory Study Comments, linking the material presented with students' (assumed) knowledge, giving an overview of material presented and linking the present unit with the forthcoming unit. (17 lines)**

Feature-3 : **Exposition, whose main components are :**

- a. *Charts, diagrams, pictures*
- b. *Margin Topics*. each chapter has not only headings and subtitles but also in the margins statement of the specific ideas being handled in individual paragraphs
- c. *ITQs, (In-Text Questions)*. These questions follow short stretches of text. These are called ITQs because they occur within the text and the explanation continues after these questions. ITQs ensure that the student is reading deliberately and serve to highlight important points
- d. *SAQs, (Self Assessment Questions)* These questions come at the end of the chapter and are related to the overall conceptual structure of the chapter.

Feature-4 : at the end of the book, *Aims & Objectives*. The aims are stated from the teacher's / writer's point of view. Objectives are more specific statements, and interestingly are stated as possible questions that might be set on the aims. There are 5 aims and 25 objectives in the form of questions.

Feature-5 : activities for which students must use *Home Experiment Kits*

Feature-6 : *ITQ Answers & Comments, SAQ Answers & Comments*, given at the end of the book.

The Open University, 1979
 Earthquake & the Earth's interior.
 Milton Keynes OU
 Pages : 55, large size

Format-4

Feature-1 : *Introduction*, giving an overview of the subject and explaining the organization of the treatment given to the subject.

Feature-2 : *How to approach this book*, hints to the students on how to approach the study materials. The writers translate the broad aims of the course into specific objectives and put them as follows :

In the opening section we want you to concentrate on three skills :

Sample

- a. analyse and criticize source materials
- b. evaluate alternative explanations
- c. recognize the role of values, including your own, in influencing the assumptions and content of social scientific inquiry.

You will notice that these skills relate to the major goals of the course.

Feature-3 : *Key Questions*, these have been put *before* the exposition of the subject starts. The writer explains the use of this device.

Sample

These are questions which give the flavour of the ideas in each unit and which will help you initiate discussion about inequality as a concept. You might like to write each one down and make notes on each in turn as you work through the course materials.

Feature-4 : *Resource File*. Instructions to the student to develop a resource file made up of learning materials like newspaper and magazine cuttings etc. The writers explain :

Sample

The Resource File is designed to complement the correspondence text and set dealing with a range of source material that has a bearing on the concepts, theories, ideologies, and facts presented in the book.

Feature-5 : *Exposition*, whose main components are :

- a. *Aims of the writers*, general and few in number
- b. *Your Objectives*, specific and several in number

The writers give the following hints on how to make use of the objectives :

Sample

You may find these objective useful in helping to structure your thinking. Or you might use them to help you revise your work for these materials. On the other hand you may find it more helpful to develop your thinking around the key questions listed in the Introduction and the various questions provided in the text.

- c. *Explanation*, using simple, direct language, marked by short sentences and uncomplicated sentence construction. There are several quotations in the body of the explanation.
- d. *Read-The-Prescribed-Text Directions*, students are directed to read short sections of the prescribed textbook(s). The direction appears in a box as follows:

You should now read the extract 'On Justifying Inequality' in the course reader

Sample

- e. *Prescribed-Reading Summary*, realizing that the prescribed textbook may not always be handy and the student might feel lost and uneasy, a short summary of the part the student is expected to read from the book is given. This helps to maintain continuity of explanation. The summary appears as follows :

Sample

The concept of inequality is both elusive and vague, but despite this the (writer) points out, the claim to equity still forms part of moral and philosophical discussion. Moreover he argues that "the claim to equal and/or equitable treatment lies at the root of most if not all of rational justifications of unequal treatment". The writer's purpose is to demonstrate that "men should never be treated unequally or differently in any respect except with justification, that is, until relevant grounds for discrimination have been shown". According to the writer such grounds would include "desert or merit" and "natural capacity or ability" - both of which can be subsumed under "efficiency".

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- f. *Charts, Diagrams, Pictures*
 - g. *In-Text Questions*, which follow short stretches of text or *Read-The-Prescribed-Text* directions.
 - h. *Pre-Text Questions*, which precede a stretch of text and work to activate the students, expectations e.g. :
As you read this chapter you might like to consider the following questions :
(etc)

The Open University 1978
 What is Inequality
 Milton Keynes (UK)
 Pages : 60 large size

FORMAT - 5

- Feature-1** *Intention*, stating the theme and establishing a link with previous knowledge or units. At this stage, *Advance Organizers* (see next unit) or *Objectives* may be used.
- Feature-2** *Presentation or Exposition*, presenting the matter using simple, uncomplicated language and including -charts; diagrams, and pictures.
- Feature-3** *Investigation*, presenting certain tasks at a higher level of cognition (see Bloom's taxonomy, next unit) in order to mobilize the students' intellectual resources.
- Feature-4** *Response Matrix*, containing the essential components of the theme in a condensed form. Students choose answers by combining elements. Creativity enters in the way students combine elements.
- Feature-5** *Discussion* : an analysis of student answers by relating the actual answers to the response matrix and by providing ready-made comments, rather in the nature of a branching programme.
- Feature-6** *Viewpoints*, a general summary of additional opinions on the theme for student consideration.

Egan, K 1976
 Structural Communication,
 Belmont, Calif
 Fearon Publishers

FORMAT - 6

- Feature-1 :** *Structure*, giving a sort of a table of contents of the unit.
- Feature-2 :** *Objectives*, stating what the students will be able to do by the time they have finished the unit.
- Feature-3 :** *Introduction*, summarising the main ideas in the unit.
- Feature-4 :** *Presentation*, of the content, with each segment clearly titled and numbered.

- Feature-5 :** *In-text questions; these are termed 'check your progress' and a separate colour is used to distinguish them. Such questions appear frequently during the 'presentation'.*
- Feature-6 :** *Let us sum up, giving a summary of the content given in the presentation.*
- Feature-7 :** *Key words, explaining the difficult terminology in the unit.*
- Feature-8 :** *Some useful books, gives a list of some additional reading.*
- Feature-9 :** *Answers to check your progress exercises, gives answers to the 'check your progress' in-text questions (Ref. Feature-5 above)*

Indira Gandhi National Open University
(1989)
Social Transformation : Foundation
Course in Humanities and Social
Sciences, Book 7
New Delhi : IGNOU

FORMAT - 7

- Feature-1 :** *Structure, giving a sort of a table of contents of the unit.*
- Feature-2 :** *Introduction, summarising the main ideas in the unit.*
- Feature-3 :** *Objectives, stating what the students will be able to do by the time they have finished the unit.*

SAMPLE

After studying this unit, you should be able to :

- explain why one should be aware of the history of science
- explain what is meant by the history of science
- describe some aspects of science in the present-day society

- Feature-4 :** *Presentation, of the content, with each segment clearly titled and numbered.*
- Feature-5 :** *SAQs (Self Assessment Questions). These are in-text questions. Separate colour has been used to distinguish them from the main presentation.*
- Feature-6 :** *Summary, giving a summary of the main ideas of the unit.*
- Feature-7 :** *Terminal Questions, these are questions based on the entire unit and in this sense are different from the SAQs (Feature-5) described earlier.*
- Feature-8 :** *Answers, giving answers to both the SAQs and the Terminal Questions.*

Indira Gandhi National Open University
(1988)
History of Science : Foundation Course
in Science & Technology, Book 1
New Delhi : IGNOU

FORMAT - 8

Feature-1 : *Objectives*, stated in the form of what the students will be able to do after they have studied the chapter.

SAMPLE

The purpose of this chapter is to revise and extend your knowledge of the properties of spherical mirrors and the thin lenses which you considered in the subject 81814 Optics, and extend this knowledge into optical systems of more than one component.

At the end of this chapter you should :-

- (i) be able to use lens and mirror formulas to determine the position and properties of an image formed by an optical system.
(R. Q. 1, 2, 3)
- (ii) be familiar with the main aberrations caused by lenses.
- (iii) know how to correct for these aberrations so that we obtain a point image of a point object.
(Assignment 1)
and be familiar with the concepts
 - spherical aberration
 - coma
 - astigmatism
 - chromatic aberration

Feature-2 : *Presentation*, of the content, with each segment clearly titled and numbered.

Feature-3 : *Margin Summary*, of the main points in each segment.

Feature-4 : *In-text questions*, these are termed REVIEW QUESTIONS. Most of these are open ended questions.

Feature-5 : *Assignment*, based on the presentation of the content.

Feature-6 : *Summary*, of the main argument/ideas of the chapter. The summary also contains a box, which asks the students if they are confident that they have learnt this.

SAMPLE

Have you learnt this ? If you have some doubt go over the chapter again. If the doubts persist contact your lecturer.

FORMAT - 9

- Feature-1 :** *Pre-Test*, giving a series of questions for the students to answer, before they study the main contents.
- Feature-2 :** *Introduction*, giving a general but short summary of the main ideas of the unit.
- Feature-3 :** *Objectives*, stated in the form of what the students will be able to do after completing the unit.
- Feature-4 :** *Presentation*, of the content, with each segment clearly titled and numbered.

PARASNIS. H. GODBOLE. V. D.
 KHANAPURE. B. B. (1989)
 Ganit : Book one
 Pune : Institute of Open Education,
 University of Poona

FORMAT - 10

- Feature-1 :** *Objectives*, stating what the students will be able to do after completing the unit.
- Feature-2 :** *Presentation*, with the content divided into small sections and starting with an introduction.
- Feature-3 :** *In-text questions*, mainly by way of 'check your progress' type questions.
- Feature-4 :** *Answers to the In-text questions*.

BHAVE M. R., MAHAJAN S., ALURKAR S.
 S. NADGOUDA S. P.,
 VELANKAR A. M., VADODKAR A. S.
 (1989)
 Hishebshastra. Book Two
 Pune : Institute of Open Education,
 University of Poona

FORMAT - 11

- Feature-1 :** *Contents*, giving a list of the main ideas of the unit.
- Feature-2 :** *Presentation*, with each segment clearly numbered and titled.
- Feature-3 :** *In-text questions*, called Self-Check Tests. These come after significant portions of learning/teaching.
- Feature-4 :** *Answers to self-check tests*. The self-check tests are almost entirely objective type and so the answers are given immediately after the test.
- Feature-5 :** *Assignments*, these are generally of the open ended type and are to be corrected by the tutors/counsellors.

Feature-6 : Tasks, these are to be simply done by the students following the instructions given and based on the content presented up to that point.

Feature-7 : Summary, of the main ideas of a unit.

DESHPANDE, PRAKASH M. (1999)
 Practical Communication (English)
 Nashik : Yashwantrao Chavan
 Maharashtra Open University.

6. It does seem that we could amplify the operational definition of instructional text given earlier (Page 4, point 4).

An instructional text is a text that has been written with the specific purpose of teaching, containing devices that would facilitate learning. It is these devices that make it a text written to teach.

7. Re-examine the sample text you wrote in Unit-2.

1. Can we reorganize the presentation by creating a format/layout for it ?
2. Can we help the student to learn the content effectively and efficiently by creating a text written to teach ?
3. Can we add an introduction ?
4. Can we use charts or diagrams to clarify our exposition ?
5. Have we referred students to the prescribed text ?
6. Have we given a summary of the ideas in the portion of the prescribed text we want students to read ?
7. Have we included any ITQ's (in-text questions) and SAQ's (self-assessment questions) ?
8. Can we enrich our text by including quotations from significant works ?
9. Can we include a statement of aims and objectives ?
10. Can we include somewhere some guidance on how to study our subject ?
11. can we include a list of terms and concepts as in Format-3 ?
12. can we provide answers to in-text and self-assessment questions with our comments ?
13. Ambitious though it is, can we include some features from Egan's format (Format-5) ?

Clarity in layout leads to clarity in content because it requires clarity of thought.

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