

CHAPTER-I

INTRODUCTION

NEED OF THE STUDY

STATEMENT OF THE PROBLEM

DEFINITIONS OF THE TERMS

OBJECTIVES

SIGNIFICANCE OF THE PROBLEM

LIMITATIONS OF THE STUDY

HYPOTHESIS

ABOUT THIS THESIS

INTRODUCTION

Every one is aware of the fact that distance education is a system in which learner is encouraged to study independently and to learn according to his or her pace, interest, mood and learning capacity. In fact, distance education has emerged as a major force because of the inadequacies of conventional system to meet new challenges and new demands of the society. Distance education system has the objectives and target groups that are different from those of the conventional system.

In the distance education system, learner is not bound to the four walls of the school, under the heavy pressures and restrictions imposed on them by the administrators, teachers and other authorities to learn even when he/she is not prepared for learning. The distance learner is (fre) to do whatever he/she wants to do as far as the learning is concerned. However the dark side of this freedom is that due to quasi permanent separation of teacher and learner, the learner is supposed to face isolation, helplessness and lack of motivation.

The effectiveness of learning in the frame work of the distance education system largely depends upon the capabilities of learner himself or herself. A true learner has always the curiosity at its highest pitch.

Distance education is based on non-contiguous communication i.e. the learner is at a distance from the teacher for much, most

or even all of the time during the teaching-learning process. The course aims at being self-instructional, thus the teacher tries to make the material relevant to the learner.

In distance education system, there are structured, well planned instructional packages for the learners. The likely high quality of self-instructional package produced by multidisciplinary team of experts for use in distance education, therefore, seems likely to enhance the learning experience of distance education students.

There is inevitably a tendency for distance education student to become passive, to sit and read and learn by heart, without thinking. Dull, unattractive materials wear away the will to persist and destroy confidence. Therefore, evaluation and modification of the self-instructional material is essential from time to time in order to determine its effectiveness.

Evaluation is comprehensive because evidence is obtained regarding the quality of the educational programme offered to the students. The self-instructional material prepared by the Department of Education for the Distance Education B.Ed. Course of the Shivaji University, was prepared by experts in the subjects in 1986. The material should have been evaluated and if necessary modified accordingly.

The B.Ed. syllabus has undergone change and the new B.Ed. syllabus has come into effect since 1992. The units evaluated in this study were selected in 1991, they are - overlapping in the old and new draft B.Ed. syllabus. This evaluation and modification can be

used when the self-learning material or the new syllabus will be prepared in the near future. As this has not been done earlier, the researcher has undertaken to evaluate and modify some units from B.Ed. Paper II, Section I i.e. Psychology of the Learner.

STATEMENT-OF-THE-PROBLEM :

"EVALUATION AND MODIFICATION OF PRE-PREPARED SELF-INSTRUCTIONAL MATERIAL OF THE DISTANCE EDUCATION B.ED. COURSE OF SHIVAJI UNIVERSITY, KOLHAPUR."

DEFINITION -OF-THE-TERMS :

1) **Evaluation :**

The term evaluation is used as the process of determining the value of self-instructional material from the format, content, language and utility aspects of the material.

2) **Modification :**

The necessary changes that may have to be made if the Units I and II of Paper-II (B.Ed. Course) do not fulfil the pre-determined evaluation criteria.

3) **Pre-prepared self-instructional material :**

Self-instructional materials are the instrument for learning. They are self-explanatory, self contained, self directing, self motivating self evaluating and self learning. Self-instructional material include all the text prepared to stimulate independent study.

4) Distance-Education :

Distance study is learning supported by 'those teaching methods in which because of the physical separateness of learners and teachers, the interactive, as well as the preactive phase of teaching, is conducted through print, mechanical or electronic device.'

OBJECTIVES :

- 1) To develop criteria for evaluation of self-instructional material for B.Ed. Course.
- 2) To analyse the self-instructional material with the help of the pre-determined criteria.
- 3) To modify the self-instructional material on the basis of the evaluation if necessary.

SIGNIFICANCE OF THE PROBLEM :

Self-instructional materials for distance education B.Ed. course were prepared by the Department of Education of Shivaji University, in the year 1986. So far nobody has undertaken the task of evaluating this material. The Psychology booklets, has ben prepared by Psychology subject experts. Hence, the self-instructional format to write the self-instructional material may or may not have been followed. The study is, therefore, essential as it will reveal the extent to which the self-instructional format was used and to check...its content accuracy. The quality of language is the deciding factor for its effectiveness. Hence, it is also necessary to find out the language effectiveness of this pre-prepared material.

The material is being used by distance education students for the past five years without it being evaluated. Hence this study is of great importance as it will reveal the utility and effectiveness of the self-instructional material.

LIMITATIONS-OF-THE-STUDY :

1) The present study is restricted only to the evaluation and modification of the pre-prepared self-instructional material of:

- i) Paper-II - Psychological Background.
- ii) Section-I - Psychology of the Learner.
- iii) Units I & II - namely 'The nature, role and methods of Educational Psychology' and 'The growth and development of the learner.'

These are the only two units common to the present syllabus and the draft syllabus of the B.Ed. Course.

- iv) Distance Education B.Ed. Course of Shivaji University, Kolhapur.

2) The pre-prepared material will be evaluated by experts and past students on the following aspects only :

- i) Content accuracy.
- ii) Self-instructional format.
- iii) Language effectiveness.
- iv) Utility effectiveness of material.

The pre-prepared material will be modified on the basis of the findings of the above evaluation.

HYPOTHESIS :

No hypothesis has been stated for this study as it is a descriptive survey.

ABOUT-THIS-THESIS :**Chapter-I :- Introduction**

This chapter elaborates the need, statement, objectives and limitations of the problem.

Chapter-II :- Review of the related literature

Reviews of the related literature about format, content analysis, language effectiveness and utility of the self-instructional material.

Chapter-III :- About Distance Education

It discusses the historical background, concept, philosophy, communication in and economy of distance education.

Chapter-IV :- Plan and Procedure

This chapter includes the information about method of research, tools, sample, collection of data and method of analysis.

Chapter-V :- Analysis and Interpretation of Data

This chapter analyses the collected data. Data was collected from the subject experts and from the past students of B.Ed. Distance Education Course of Shivaji University, Kolhapur.

Chapter-VI :- Modification of Units

Based upon the suggestions of experts and students responses this chapter includes the modification of units.

Chapter-VII :- Summary, Conclusions

In this chapter the findings of the study are elaborated. The summary of the work done and implications of the study have also been discussed.

In the field of education, as in other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research.

Survey of related literature serves some other purposes also. Good, Barr and Scates (1941) analyse these purposes as :

- 1) to show whether the evidence already available solves the problem adequately without further investigation, and thus avoid the risk of duplication.
- 2) to provide ideas, theories, explanations or hypothesis valuable in formulating the problem.
- 3) to suggest methods of research appropriate to the problem.
- 4) to locate comparative data useful in the interpretation of results and
- 5) to contribute to the general scholarship of the investigator.

A research worker needs some guidelines to relevant related literature. Some convenient handles which will draw out all the material he needs, and also tell him what the material available exactly is. The next chapter is devoted to a 'Review of related literature'.