Self-Instructional Modules in Social Science Teaching

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Abstract

Programmed Instruction or programmed Learning is one of the most innovative. Highly individualized, systematic and very recent type of teaching learning process is often referred as auto instruction and is extremely useful for self-learning and equally beneficial for class room instruction as well. At present suitable self-instructional programmed materials have been prepared for different subjects and grades which are used by different students for self-instructional purpose. Programmed learning is extensively used in the teaching learning process of all those subjects which include practice and drill work and require logical and systematic study.

Introduction

Individualized instruction has been one of the recent important innovations in the field of education. The use of technology has made individualization of instruction more effective and popular. Individualized instruction developed when teaching methods meant for all members of a group failed to meet the varying needs of individual students. An underlying assumption in the individualized instruction is that human-being learn many things through their own effort. Every individual has a natural desire to learn on his own. Another assumption is that every individual is unique, he /she learn according to his abilities. There for, the instructional system should directed to meet the varied needs of different individuals. Individualized instruction meant by giving attention to individual pupil and not to the class as a whole. " An instructional system is said to be individualized when the characteristics of each learner plays a major part in the selection of instructional objectives, instructional materials , procedure and time".

Form of individualized instruction

       The following are the important individualized instruction:

➢ Programmed Instruction.
➢ Dalton Plan.
➢ Personalized System of Instruction
➢ Computer Assisted Instruction.

    Programmed Learning

➢ Programmed Instruction or Programmed Learning emerged out of the research conducted by B.F Skinner on Operant Conditioning. He is considered as the father of programmed instruction. "Programmed Learning is a self-instructional technique in which all the learning material is presented to the learner stage by stage through sequentially arranged smaller units called frames". "Programmed Instruction is an individualized instruction method in which the learning content is broken down in to small units and presented in a series of interactive frame". Programmed instruction is a systematic step by step, self-instructional programme aimed to ensure the learning of stated behavior (Edgar Dale).

    Major Characteristic of Programmed Learning

➢ The instructional materials are broken down in to small steps called frames.
➢ The broken down materials are properly arranged based on progressively developed of a concept.
➢ There is immediate confirmation of right answers or correction of wrong answers given out by the student.
➢ Each student progress at his own pace.
➢ Programmed learner emphasizes the interaction between the learner and the programmer

Principles of programmed Learning
- **Principle of small steps**

According to this principle the subject matter, which is to be programmed , is analyzed thoroughly and divided in to meaningful segments of information. One segment of information is presented at a time to the learner. This piece of information is called 'frame'.

- **Principle of immediate confirmation or feedback**

The second basic principles of programming are immediate confirmation of the results. When a learner proceeds through a linear programme ,   he / she provided with the knowledge of results immediately.

- **Principle of Active Responding**

Programming provides active responding on the part of the learner. The learner remains busy and active when he / she works on a programme. Active responding on the part of the learner means involvement in the learning process.

- **Principle of Self-Pacing**

The learner proceeds at his own pace when he / she works through a programme.

Programming by providing self-pacing has incorporated the principle of individual individual differences in the teaching-learning process.

- **Principles of student testing**

The teacher can regularly assess the progress of his students. He can find out the weakness of his programme and can modify the weak portion of his programme. The students can also continually evaluate his performance on the programme.

Style of Programming

Programmed learning is classified in to different styles. The major classification is an follows.
1) LINER PROGRAMMING
2) BRANCHED PROGRAMMING
   LINEAR PROGRAMMING OR EXTRINSIC PROGRAMMING

➢ The linear style of programming developed by B.F.Skinner. So this style of programming is known as Skinnerian style of programming.
➢ It is also called extrinsic programming because the programmer controls the response of the learner.
➢ programmer decides the path of the learner.
➢ In linear programming the learner proceeds from the initial to final frame in a straight line. So it is called straight line programming.
➢ According to this style, the subject matter is broken into small pieces of information known as steps and it is presented in a logical sequence of small steps. These small steps are called frames.
➢ The student is required to go through frames containing a bit or bits of information and respond to the question given at the end of each frame.
➢ The feed back in the form of correct answer is provided in the next frame.

CHIEF CHARACTERISTICS OF LINEAR PROGRAMMING

➢ A linear programming is a straight line programming.
➢ The learning materials are presented in a logical sequence of small steps.
➢ A small bit of information is presented in each frame.
➢ Each learner has to follow the same path in linear programming.
➢ The sequence of steps remains unchanged.
➢ The learner is expected to compose his answer to each question given at the end of the each frame.
➢ The learner can move at his own pace.
➢ The learner gets immediate reinforcement to the each responds.
➢ The programmer controls the response of the learner

Branched Programming

The branching style of programming was developed by an American Psychologist Norman.A.Crowder in 1954 , therefore it is known as Crowderian style of programming. This may also known as intrinsic programming. In this type, each frame is relatively bigger size and may contain two or three ideas of related sequence. A single multiple choice type question is asked at the end. The students select the response .If the student chooses correctly he is taken to the next frame in the main teaching sequence.

Types of Branched Programming

There are two such type of branching programming namely:
1) Backward branching
2) Forward branching

BACKWARD BRANCHING

In backward branching, if the learner selects the correct response, he is directed to the next frame. Suppose he makes mistake in frame I he is taken to a remedial frame for further clarification and help and is directed back to the original frame for another attempt. He has to read frame I once again and again give the responses correctly before proceeding to frame II and so on.

Forward branching

➢ In forward branching, if the learner makes correct response, he goes to the next frame. If he makes mistake, he will not be taken back to the previous frame. He is directed to a remedial frame where his mistakes are clearly explained from there he goes to the next frame.

Characteristic of Branched programming

➢ A frame may contain two or three related ideas or sequences.
➢ Each frame is relatively bigger size than linear programming.
➢ The leaner moves forward if his responses are correct. If it is wrong, he is diverted or branched to one or two remedial frames.
➢ Branched programmer contains multiple choice of items .
➢ Remedial frame explains the matter once again . After learning about his mistakes from his frame the learner returns to the original frame. The programme is unable to control the students. It fails to shape the behavior of the student.

Limitation of Branched programming

➢ Cost of programmed instruction material is very high.
➢ It is not suitable for reference purpose.
➢ There is no guarantee that the pupil has learnt everything the programme is intended to teach.
➢ There is a possibility that the learner may guess the answer without understanding the subject matter n the frame.
➢ It is difficult to prepare good programme. Only an expert can do it.