CONTENTS

DECLARATION
CERTIFICATE
ACKNOWLEDGEMENTS
LIST OF TABLES
LIST OF FIGURES

CHAPTER – I

1. SIGNIFICANCE 1-43
1.0 INTRODUCTION 1

1.1 DEMAND FOR HIGHER EDUCATION AND LIMITATIONS OF CONVENTIONAL UNIVERSITY SYSTEM 1

1.2 DEMOCRATISATION OF EDUCATION AND ROLE OF OPEN UNIVERSITY SYSTEM
1.2.1 Correspondence Education 2
1.2.2 The meaning of Distance Education 3
1.2.3 Open Universities 4

1.3 THE Dr. B.R. AMBEDKAR OPEN UNIVERSITY 6
1.3.1 Objectives of the University 6
1.3.2 Organization System 7
1.3.3 Instructional System 8
1.3.4 Access 9
1.3.5 Flexibility 13
1.3.6 Innovations 17

1.4 QUALITY AND CREDIBILITY OF UNDERGRADUATE PROGRAMMES OFFERED BY OPEN UNIVERSITIES 19
1.4.1 Quality Assurance in Open and Distance Learning Materials 20
1.4.2 Acceptance and Permission from Some National Bodies – Some Issues 23

1.5 THE PROCESS OF COURSE DESIGN IN OPEN UNIVERSITY SYSTEMS 25
1.5.1 The process of course material development in University of Botswana 25
1.5.2 The process of Course Material Development at Botswana College of Open and Distance Learning (BOCODOL) 26
2.2 STUDIES IN ‘THE DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIAL’

2.2.1 Teaching Machines
2.2.2 Linear Versus Branching Systems
2.2.3 Formative Evaluation
2.2.4 Sequencing of Content
2.2.5 Frame Composition
2.2.6 Evaluation and Revision
2.2.7 Pressey’s Teaching Machines
2.2.8 Military Knowledge Trainers
2.2.9 Skinner’s Teaching Machines
2.2.10 Crowder’s Intrinsic Programming
2.2.11 Ability, Individual Differences, Achievement
2.2.12 User Attitude
2.2.13 Conventional Instruction (Comparison Studies)
2.2.14 Programmed Variables (Essential Components)
2.2.15 Mode of Presentation
2.2.16 Overt Versus Covert Responses
2.2.17 Promoting
2.2.18 Confirmation
2.2.19 Sequence
2.2.20 Size of Step
2.2.21 Error Rate
2.2.22 Program Influence by Age or Level
2.2.23 Type of Response Constructed vs. Multiple Choices
2.2.24 Individual versus Group Uses
2.2.25 Research Concerns
2.2.26 Summary

2.3 STUDIES IN ‘DISTANCE EDUCATION - WITH REFERENCE TO INSTRUCTIONAL MATERIAL, QUALITY, CREDIBILITY’

2.3.1 Quality Distance Education: The Concept
2.3.2 Course Development and Valuation
2.3.3 Summary

2.4 CONCLUSION
CHAPTER - III

3. PROBLEM AND PROCEDURE

3.0 INTRODUCTION

3.1 THE PROBLEM
   3.1.1 Statement of the Problem
   3.1.2 Operational Definitions

3.2 OBJECTIVES OF THE STUDY

3.3 HYPOTHESES
   3.3.1 Hypothesis for the first and second objectives
   3.3.2 Hypotheses for the third and the fourth objectives

3.4 RESEARCH DESIGN

3.5 SECTION – I: DEVELOPMENT OF COURSE MATERIAL
   3.5.1 Outline of the Course
   3.5.2 Model of the course

3.6 DEVELOPMENT OF COURSE CONTENT
   3.6.1 Selection of the topic
   3.6.2 Course content and Task analysis
   3.6.3 Target Population
   3.6.4 Entry Level Behaviour – Pre -Test
   3.6.5 Terminal Behaviour - Post-Test
   3.6.6 Criterion tests
   3.6.7 Format and style
   3.6.8 Writing of content
   3.6.9 Flow charts of the Compete Course
   3.6.10 Objectives of the Course
   3.6.11 Validation of the Course
   3.6.12 Validation
   3.6.13 Try-out
   3.6.14 Final form of the course content
CHAPTER - IV

4. ANALYSIS AND INTERPRETATION 124-138

4.0 INTRODUCTION 124

4.1 SECTION – I: DEVELOPMENT OF COURSE MATERIAL 124

4.1.1 Development of Instructional Material 124

4.1.2 Unit outline 126

4.1.3 Unit Structure (Model) 127

4.1.4 Justification of the Course Material Format 128

4.1.5 Introduction of the Unit 129

4.1.6 Components of Introduction for a Unit 129

4.1.7 Behavioural Objectives 129

4.1.8 Curriculum Objectives in Behavioural terms 130
4.1.9 Educational Goals and Behavioural Objectives 130
4.1.10 Development and Validation of Course 130
4.1.11 Final form of the Course 130

4.2 SECTION – II: EXPERIMENT 133
4.2.1 Results 133
4.2.2 Testing of Hypotheses 134

4.3 CONCLUSION 138

CHAPTER – V

5. FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS 139-142
5.1 MAJOR FINDINGS 139
5.2 EDUCATIONAL IMPLICATIONS OF THE STUDY 141
5.3 SUGGESTIONS FOR THE FURTHER RESEARCH 142
5.4 CONCLUSION 142

BIBLIOGRAPHY

APPENDICES

APPENDIX-A: Opinionnaire to be used to collect course content

APPENDIX-B: Student Profile

APPENDIX-C: Achievement test for entry level behaviour

APPENDIX-D: Key (Achievement test for entry level behaviour)

APPENDIX-E: Criterion test for Block I for try-out

APPENDIX-F: Key (Criterion test for Block I for try-out)

APPENDIX-G: Criterion test for Block II for try-out

APPENDIX-H: Key (Criterion test for Block II for try-out)

APPENDIX-I: Criterion test for Block III for try-out

APPENDIX-J: Key (Criterion test for Block III for try-out)

APPENDIX-K: Criterion test for Block IV for try-out
APPENDIX-L: Key (Criterion test for Block IV for try-out)

APPENDIX-M: Criterion test for Block V for try-out

APPENDIX-N: Key (Criterion test for Block V for try-out)

APPENDIX-O: Item analysis for block I

APPENDIX-P: Item Analysis for block II

APPENDIX-Q: Item Analysis for block III

APPENDIX-R: Item Analysis for block IV

APPENDIX-S: Item Analysis for block V

APPENDIX-T: Criterion test for Block I for experiment

APPENDIX-U: Key (Criterion test for Block I for experiment)

APPENDIX-V: Criterion test for Block II for try-out

APPENDIX-W: Key (Criterion test for Block II for try-out)

APPENDIX-X: Criterion test for Block III for try-out

APPENDIX-Y: Key (Criterion test for Block III for try-out)

APPENDIX-Z: Criterion test for Block IV for try-out

APPENDIX-AA: Key (Criterion test for Block IV for try-out)

APPENDIX-AB: Criterion test for Block V for try-out

APPENDIX-AC: Key (Criterion test for Block V for try-out)

APPENDIX-AD: Comprehensive test for terminal behaviour

APPENDIX-AE: Key (Comprehensive test for terminal behaviour)


APPENDIX-AG: Syllabus for 2nd & 3rd year B.Sc., (Mathematics) of Dr. BRAOU