RESEARCH PAPER
INTRODUCTION:

Instructional strategies determine the approach a teacher uses to educate students and help them achieve their learning objectives. Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Module is usually taken to mean a single unit, complete in itself. In Modules the learning activities would normally be self-instructional in nature. The emphasis generally is on the learner’s participation to the maximum and teacher’s participation to the minimum.

Self Instructional Modules are developed and designed in such manner that the modules undertake the functions of a teacher. The material contained in the module will interact with student, evaluate and monitor progress of students and provide them feedback comments. Each module undertakes some of the activities that a teacher is expected to take up in a classroom, viz.

- Informing students about the instructional objectives;
- Securing and gaining students' attention;
- Stimulating recall of pre-requisite concepts;
- Inviting participation
- Eliciting performance
- Providing feedback
- Enhancing retention by frequent repetitions.

Self-Learning Module is a self-contained unit, designed for a specific purpose, which includes a set of activities intended to facilitate learner’s achievement. It is a self-instructional unit, self-paced, employing different types of media and is part of more comprehensive instructional system.

1.1 Components of Self Learning Modules:

The UGC Curriculum Development Committee in Education (1988) specified five very important components for a module viz. Objectives, content specification, teaching strategies, and evaluation and reading materials.
4. The learning activities are properly graded so that the learner proceeds step by step in the order of difficulty.

5. The learning activities are of different types using different media and methodology.

6. The methodology used in learning activities promotes imagination, divergent thinking and creative innovative behaviour on the part of the learners.

vii) Formative Tests: Formative tests are given at the end of each learning unit or learning activity. The formative test helps the learner to know whether he has achieved the expected behavioural outcomes. If he has not reached the expected mastery level he goes through the learning activities again in consultation with the teacher.

viii) Summative Evaluation: The summative evaluation is done with the help of a post test. The post test helps in knowing how well the learner has attained the expected learning outcomes. In some modules the pre-tests and the post tests are the same but it is advisable to have two parallel versions of the same test.

UNESCO experts have also suggested three stages for the development of modules. They are:

i.) Planning stage:

In this the target group is identified. Where the module is to be administered is decided at this stage, i.e., in formal classroom or out of class situation. The social and physical environments, problems of daily life, work experience, development of skills, etc., of the target population are assessed in this phase.

ii.) Drafting stage:

Modules are drafted at this stage. Objectives of the module are formulated first. Learning experiences which are conducive in achieving these objectives are also to be selected. The modules should be formulated in such a way that students can go through the module on their own or with the minimum help of the teachers.

The first of the components suggested by UNESCO (1978) for the development of modules is as follows:

1. Introduction (Background and rationale)
2. Overview
3. Instructions to the learners
4. Objectives
5. Learning activities
6. Tests, evaluation and feedback at the pre-test stage, the formative stage and the concluding stage (summative evaluation).
In your previous classes, you must have known how to frame simple words by using A, An and The. Let us see the making of some simple words as:

i.) _______ Umbrella
ii.) _______ Carrot
iii.) _______ Earth

**These words can be written as:**

i.) _____ An _____ Umbrella
ii.) ____A____ Carrot
iii.) ______ The_____ Earth

Can you interchange the place of A An and The ?
Can you write ‘The Umbrella’ or ‘An Earth’? Obviously. **No**. There are some rules to write A An and The before words. Sentences.

1.3.1 **PRACTICE TASK**

i) Copper is _____ useful metal.
ii.) He is not _____ honourable man.
iii.) ______ Bookseller was closed on Monday.

1.3.2 **FEEDBACK TO PRACTICE TASK**

i.) a ii.) an iii.) The

What is an Article?
- It is an adjective.
- It modifies a noun.
Use of the
The – refers to specific or particular nouns
* Raju enjoyed participating in the volleyball competition.
The above sentence refers to a particular or specific competition.

* I enjoyed watching the show on computer.
The sentence refers to a particular or specific show.

The is used before names of rivers, oceans, special buildings.
* The Ganga
* The Atlantic Ocean
* The Taj Mahal

The is used before the Parts of the world, Deserts & forests
* The Middle East
* The south
* The Sahara Desert
* The Kagiranga forest

With Superlative; as
* This is the best book of chemistry.

1.3.5 POST TEST
1. Sohan has ______ Laptop ______ Laptop is very useful to him.
2. ______ Camera that was stolen was ______ expensive one.
3. ______ Red Fort is in Delhi.
4. ______ salesman who sold me the bicycle was not ____ honest person.
5. Krishna has travelled across ______ Atlantic Ocean.
6. ______ Rabbit escaped from ______ zoo yesterday.
7. ______ Ganga is Holy River.
8. Twelve inches make ______ foot.

1.3.6 FEEDBACK TO PRACTICE TASK
1. a, the 5. the
2. The, an 6. A, the
3. The 7. The
4. The, an 8. a