

**M.A. DISTANCE EDUCATION (MADE)**

**Term-End Examination**

**February, 2021**

**MDE-412 : INSTRUCTIONAL DESIGN**

*Time : 3 hours*

*Weightage : 75%*

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**Note :** Attempt all the **three** questions. All the three questions carry equal weightage.

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1. Answer any **one** of the following questions in about 1200 words :

(a) Describe the major principles which play a crucial role in facilitating distance learners to construct their own knowledge. Explain how these principles can be used for designing instructional materials for distance learners.

(b) Discuss various steps of Dick and Carey model of instructional design with illustrations. Explain the implications of these steps for designing distance learning materials.

2. Answer any *four* of the following questions in about 300 words each :

- (a) Describe the role of an instructional designer while designing instructional materials for distance learning.
- (b) Explain different steps of Kolb's learning cycle with illustrations. Discuss briefly their implications for designing instructional materials for distance learning.
- (c) Discuss different phases of 'ASSURE' model of instructional design with examples. Describe briefly its implications for designing instructional materials in ODL.
- (d) What are the different quality assurance mechanisms carried out while designing e-learning.
- (e) Discuss the applications of Cognitive Load Theory (CLT) for designing instruction in the context of open and distance education. Give examples.
- (f) Explain 'Information Processing Theory'. Discuss briefly its implications for designing instruction in distance learning.

3. Answer any **one** of the following questions in about 1200 words :

- (a) Describe the various steps of ADDIE approach. Discuss how this approach is applied for designing multimedia pertaining to distance learning.
  - (b) Discuss the necessity for analysing distance learners in designing instruction. Develop a questionnaire for need analysis of distance learners.
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**(NOTE : PLEASE TEAR OFF THIS APPENDIX (ASSIGNMENT-RESPONSE) AND ATTACH TO YOUR ANSWER SHEET)**

Enrolment No. :

Grade :

**APPENDIX I****MDE-413 : Learner Support Systems and Services**

Space for Comments

Assignment Response

*Question :*

*Discuss the constraints of the face-to-face education system in meeting the growing demands of the modern society. In what way can distance education contribute to the educational reforms in your country ?*

Ans. : There are thousands of colleges and few hundred universities in our country providing educational facilities for around seven million students; but there are several restrictions when it comes to access to education in these conventional educational institutions. The major constraints which these institutions are faced with are:

**The problem of ever-growing 'numbers'.**

In India or other developing countries every year, the number of students who become eligible for higher education, is increasing. Majority of students seeking education at higher level between age group 17-23 are not in a position to get admission in colleges. A very less percentage of students succeed in getting admission because of limited number of seats available for different courses. In conventional system, they have many set rules and regulations for admitting students like fixed age limit, cut off % age of marks etc. So the major problem of conventional education is inability to accommodate volume and variety of student demands. With all these network it is catering to only 6% of the eligible age group. To the remaining group of student it is mind boiling, conventional system cannot cope up.

*Operating the 'multiplier effect'*

The number problem can partially be solved by producing resource persons at the existing ELTIs, and using their services for the "Multiplier Effect" without involving additional budgetary provisions and infrastructure.

**Problem of 'Relevance'**

Like the problem of numbers, courses offered can also create problems with regard to relevance. Most of the courses are not sufficiently relevant to the labour market and fast changing societal needs. We can say that inspite of the efforts put in by the specialist institutes the courses offered do not serve their purposes satisfactorily. Most of the institutes like the specialized institutes of teacher training think that it is one generalist type of teacher training that can serve them all, whatever their specific needs.

**Geographical limitations or problem of accessibility:**

The traditional system insists that the students attend the classes organized at a specified time, date and place. Those who cannot reach the place or, are unable to attend the instruction on the date and time fixed by the authorities are deprived of getting education.

The above discussion indicates the major problems of conventional system are facing today. At the same time some alternative solutions to these problems were also discussed. But it is observed that these solutions did not appear to solve the problems. So what is the more effective alternative for these problems?

**Distance Education: An Effective Education.**

One of the answers for the above problems is **Education through Distance mode**. Distance learning is a type of learning which takes place where the learner and instructor are separated, distance learning tends to be much more interactive than classroom learning, which often involves sitting, listening, following instructions and memorizing. The distance education, at its most basic level, takes place when a teacher and student(s) are separated by physical distance, and technology (i.e. voice, video, data and print), often in concert with face-to-face communication, is used to bridge the instructional gap. The distance education system has augmented opportunities for higher education. By breaching all known restrictions of the conventional system. It has ensured access to education to all. This type of education as the names suggests, could be accessed by students where qualifications are not required.

In some courses the age limitation is also not there. Distance education offers a number of advantages which are as follows :

**Convenience**

Convenience is one of the main benefits of distance education. Online classes take place at the time and place that is convenient for the student, so the student doesn't need to take time away from work or worry about problems like child care and travel.

**Choice**

Rather than being limited to the courses currently offered in a local college or university, learner can choose to take any course offered anywhere in the world. And the learner can choose to draw upon the resources in his/her own community while also having access to the many excellent libraries and research tools available online.

**Flexibility**

While most distance courses have predefined learning objectives, they nevertheless tend to be more adaptable than traditional courses in terms of the content and methods. This means that the student can design a programme of study to meet his/her own learning needs and interests.

**One-to-one communication with the instructor**

As class sizes in on-campus courses grow larger and larger, it becomes increasingly difficult for learners to interact directly with the instructor. Some learners find that distance education actually offers more opportunity to communicate with the instructor that is available in traditional, face-to-face courses with the help of medium communication technologies.

**Independence**

As an online learner, the student can control when, where, and how he/she study. However, being independent doesn't mean that he/she will be isolated. The student still has lots of opportunities to communicate and work with other online learners.

**Time to reflect**

Learners who are reluctant to comment on an issue or ask questions in class will find the opportunity to reflect upon their learning a real advantage as well as those who tend to come up with the "perfect" comment, question, or response only after the class is over.

With its potential, flexibility, openness and cost effectiveness distance education can provide as an effective alternative or as one of the major alternative to the problems and challenges faced by the conventional education. Distance education has already proved in India with a network of 70 directorates and 10 open universities catering to a large and diverse clientele groups in both conventional and non-conventional academic programmes which are suiting to the present day societal and students need. Any planner or policy maker who wants to address the issue faced by conventional education system cannot avoid the distance education as one of the strategies.

## ASSESSMENT SHEET

(To be filled in Duplicate)

Enrolment No. _____	Programme _____		Assessment
Student's Name _____	Course _____	Grade	
	Assignment No. _____		
Study Centre Code No. _____			

### Evaluator's Comments

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Please tick in the relevant box below	
<b>CONTENT</b>	<b>STRUCTURE AND PRESENTATION</b>
Accurate Information <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Inaccurate Information	Well Planned <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Inadequately Planned
Adequate Coverage <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Inadequate Coverage	Concise <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Too long or Too short
Good Conceptual Analysis <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Poor Conceptual Analysis	Clearly Expressed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not Clearly Expressed