

Sources of Self Learning Material (SLM)

Self Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-directed, self - motivating and self-evaluating. Proper planning has been done prior to development of the learning material. During the development of SLM, backgrounds of learner and learning needs, learning experiences, support and preparation in adapting to flexible learning were considered. The major ingredients considered while developing the learning material by authors are: learning objectives, assessment of prior knowledge, learning activities, feedback of learning activities, examples and illustrations, self-assessment tests, summaries and key points. The learning material is developed with the constructivist approach and laid emphasis on real world tasks, learner's choice of tasks or situations, case studies, collaborative learning tasks, opportunities for observing others, self-evaluation.

We considered level of literacy language proficiency, age group, information communication technology skills, aim of study, personal background and home situation, prior knowledge, prior skills, learning situations, etc. In ODL system, most of the learners are working professionals and they get time to study at their homes. If we add certain references which they cannot access at home, then it will create an obstacle in their learning. Therefore, we considered the accessibility of course resources and references at the place of learning

Material (SLM) in Print Form include: The SLM involves the learner actively through various experience-based activities and assignments, The learner gets the clear information about the structure of the programme and the course. The content of the SLM is developed with dialogue and personal system of writing method which creates a nature of interactivity in the SLM. The SLM encourages the learner to apply new knowledge and skills, learning objectives and outcomes are defined, The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning, Activities are included in each unit of the SLM.

Primary sources used to prepare SLMs, include documents created by a witness to or participant in an event. These are first hand testimony or evidence created during the collection of documents.

Sources also include diaries, letters, interviews, oral histories, photographs, newspaper articles, government documents, poems, novels and plays. The collection and analysis of primary sources is central to the preparation of SLM. While there are many digital primary resources are also available. The Books provide information for locating primary sources in the libraries search. Under the Primary & Secondary Sources learners find several options for locating these types of resources. The teachers also provide help to the students to find and evaluate primary sources available online.

Primary sources are the evidence of original records or objects created by participants or observers at the time of events occurred or even well after events. Primary sources include letters, manuscripts, diaries, journals, newspapers, maps, speeches, interviews, documents produced by government agencies, photographs, audio or video recordings, born-digital items, research data, and objects. These sources serve as the raw materials for the teachers use to interpret and analyze the data. Primary sources are original sources of information that have not yet been filtered through analysis, examination or interpretation. The source is the text or other work that provides the information that is being used. When discussing the actual function of the reference in the written text, however, it may be useful to distinguish between the terms 'source' and 'reference'. One of the central learning outcomes of university studies is the ability to assess information. When writing, students train their ability to decide whether a

source is appropriate and how to use it. The University Library is a valuable resource for students in need of help concerning the choice of sources

Secondary sources include books and articles about a topic. They may include lists of sources, i.e. bibliographies, that may lead to other primary or secondary sources. Databases help you identify articles in scholarly journals or books on a particular topic. Secondary sources value, discuss or comment on the primary source, or on sources analogous to the primary source that is being analysed. Secondary sources are research articles, biographies, monographs

Tertiary sources: A tertiary source is a source that summarises or compiles facts and knowledge produced by someone else. Tertiary sources are often some kind of assemblage of primary and secondary sources. They are convenient for quick access to summarised facts, but not all sources that belong to this category are considered suitable for scholarly writing. For instance, it is usually not acceptable to use compilations of facts instead of reading the original sources. Therefore, students writing essays are recommended to consult their teachers on the suitability of using tertiary sources in their writing. Sources that would be regarded as tertiary sources include: textbooks, study guides, encyclopaedias and wikis, indexes and other classification systems.

Source of Self Learning Material :

1. <https://www.classroom.kidshealth.org/9to12/body/system/endocrine /pdf>
2. <https://old.nios.ac.in/secpsy.cour/unit/IIpdf>
3. <https://www.sagepublications.com> 2009 – 10.1177/090756819011398-
4. <https://study.com / academy/lesson/how-individual -difference-impact-early childhood development>
5. [https://www.samarmagazine.org/ archive/article.id-190-kakkar, sudhi \(1978\) – The inner world- A psychoanalytic study of children](https://www.samarmagazine.org/ archive/article.id-190-kakkar, sudhi (1978) – The inner world- A psychoanalytic study of children)
6. <https://swhr.org/sex-differences-in-the-brain/>
7. <https://stanmed.stanford.edu/2017spring/how-mens-and-womens-brains are different.html>
8. https://en.wikipedia.org/wiki/Neuroscience_of_sex_differences#Hemisphere_differences
9. <http://www.differencebetween.info/>
10. <http://www.yourarticlelibrary.com/essay/constitutional-provisions-regarding-education-in-india/45229>
11. <https://www.owlgen.com/question/which-constitutional-provisions-are-related-to education>
12. <https://nationalinterest.in/education-reforms-in-india-what-makes-it-difficult-toimplement-4c891965ab16>
13. <http://www.geopolitika.hu/en/2017/05/09/education-reform-in-india-the-power-of-knowledge-and-information/>
14. <https://www.thehindu.com/news/cities/bangalore/government-has-not-addressed-the-gap-in-universal-access-to-school/article23402575.ece>
15. <https://www.infochangeindia.org/education/185-education/backgrounders/9215-challenges-in-implementing-the-rte-act>
16. [https://www.nap.edu/read/5287/chapters-science teaching reconsidered: A handbook \(1997\) chapter 4: Misconceptions as barriers to understanding science, The National Academic Press](https://www.nap.edu/read/5287/chapters-science teaching reconsidered: A handbook (1997) chapter 4: Misconceptions as barriers to understanding science, The National Academic Press)
14. <https://www.shodhganga.inflibnet.ac.in/jspui/bitstream>
15. <https://www.brainly.in/question/7290236>
16. <https://www.oecd.org/berlin/43541655pdf>
17. <https://www.infed.org/mobi/what is teaching>
18. <https://www.eprogressiveportfolio.blogspot.com/2012of activity based learning>
19. <https://www.preservearticles.com/education/characteristics of a profession>
20. <https://www.shodhganga.com/slide share.net/teaching profession>
21. <https://drganeshgm.files.wordpress.com/2016/.../language-across-the-curriculum-3. pd...>
22. https://www.researchgate.net/publication/284157807_School_subjects_and_academic_disciplines_the_differences
23. https://serc.carleton.edu/integrate/teaching_materials/interdisciplinary_format.html
24. https://www.cmich.edu/office_provost/AcademicAffairs/InterDisciplinary/Pages/Benefits.aspx

25. www.child-encyclopedia.com
26. www.thoughtco.com
27. <https://en.wikipedia.org/wiki/Self-concept>
28. www.quora.com Curriculum –Education
29. <https://simplyeducate.me/2015/01/09/4-major-foundations-of-curriculum-and-their-importance-in-education/>
30. <https://bohatala.com/sociological-and-political-foundations-of-curriculum/>
31. <https://physicscatalyst.com/graduation/bases-of-curriculum/>
32. <https://socioed.wordpress.com/2016/10/16/101-sociological-aspects-of-curriculum-development/>
33. https://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/CurrDevpt_Sept13.pdf
34. <https://studymoose.com/advantages-and-disadvantages-of-the-behaviourist-approach-essay>
35. www.seribo.com Approaches to Curriculum Design
36. www.respository.up.ac.za Behavioral Approach
37. <https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>
38. <http://allmeansall.org.au/research/>
39. <https://mchb.hrsa.gov/maternal-child-health-topics/children-and-youth-special-health-needs>
40. <https://en.wikipedia.org/wiki/Curriculum>
41. <https://cornerstoneseducation.co.uk> › Blog › Curriculum