



**MANDSAUR  
UNIVERSITY**  
DREAM. LEARN. LEAD.

**M.A. (Education)  
Detailed Syllabus**

**Semester – IV**

**M.A.Edu-401 T**

**Lifelong Education**

**Course Category**

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Objective:**

- To understand the Conceptual framework of Adult and Lifelong Learning regarding Pre and Post Independence period of India.
- To understand the views of great National and International thinkers of Adult Education and to know the Indian ethics for Adult Education and its practices.
- To explain the constructive social awareness through constructive learning and to understand about Social Exclusion and Social Justice in the context of India.
- To comprehend the Role of Lifelong Learning in the context of sustainable rural and Global life as well as modern values.
- To develop the constructive social awareness through constructive learning in the context of India

**Course Outcomes:**

| Course Outcomes (COs)                                                                   | Level * |
|-----------------------------------------------------------------------------------------|---------|
| <b>CO1:</b><br>Understand lifelong learning and adult education.                        | L1      |
| <b>CO2:</b><br>Apply concepts and practices of adult education programs.                | L2      |
| <b>CO3:</b><br>Analyze contributions of thinkers in lifelong education.                 | L3      |
| <b>CO4:</b><br>Analyze lifelong learning for social awareness and development..         | L3      |
| <b>CO5:</b><br>Evaluate lifelong learning organizations and skill development programs. | L4      |

*\*Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome*

**Articulation Matrix**

*(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs.*

The strength of correlations indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1       | 2   | 2   | -   | -   | -   | 1   | 2   | -   | 2   | 1    | 1    | 1    | 2    |
| CO2       | 1   | 1   | -   | 1   | 2   | 1   | 1   | 1   | 1   | 2    | -    | 1    | 1    |
| CO3       | 2   | 2   | -   | -   | 1   | -   | 1   | -   | 1   | 1    | 2    | 1    | 1    |
| CO4       | 1   | 2   | -   | 1   | 1   | -   | 1   | 2   | 1   | 2    | 2    | 1    | -    |
| CO5       | 1   | 2   | 1   | 1   | 2   | 2   | 1   | 1   | 2   | 2    | 1    | 2    | 1    |

High-3 Medium-2 Low-1

## Course Contents:

### UNIT-I Basics of lifelong learning

12 Hours

1. Concepts and terms of Lifelong Learning and Extension
2. Adult and Lifelong Learning – Pre-Independence period - Post independence period
3. Nature and scope of lifelong education and Philosophical and Sociological basis of concept of lifelong education
4. Need and importance of lifelong education in the contemporary world and Impact of concept of lifelong education on formal education; open learning, part time Education and web based education

### UNIT-II Great thinkers of lifelong education

12 Hours

1. Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussin
2. Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere.
3. Indian Values for adult education and its practices
4. Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised)

### UNIT-III Creation of constructive social Awareness through learning

12 Hours

1. Creation of Right Life orientation by constructive learning
2. Environment movements in India and in abroad for healthy life
3. Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for sustaining rural lives
4. Women's movement for sustainable growth

### UNIT-IV Current Trends in Lifelong Learning in India

12 Hours

1. Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing
2. Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning
3. Concepts and terminologies related to Adult Education: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education and In-formal Education

4. Indian Adult/Lifelong Learning Programs: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission

**UNIT-V Organizations and Programs for Contextualizing value based development 12 Hours**

1. Evolving institutions for sustainable livelihoods - International and national
2. Missions on learning - Consumer Awareness, Capacity building programs - National Rural
3. Livelihood Mission (NRLM), • Jan Dhan Yojana (JDY). Tribal welfare programs
4. Skill India Program: Introduction, Objectives, Features and Advantages

**Total: 60 Hours**

**Examination Scheme: Total – 100 marks**

| Components    | Continuous Internal Assessment*<br>(CCE, Assignment-I,II,III,IV,V & MST-I#) | External Assessment<br>(EST #) |
|---------------|-----------------------------------------------------------------------------|--------------------------------|
| Weightage (%) | 40                                                                          | 60                             |

\*CCE- Continuous comprehensive evaluation; Assignment-I (Class Assignment/Home Assignments); Assignment-II (Class Assignment/Home Assignments); Assignment-III (Class Assignment/Home Assignments); Assignment-IV (Class Assignment/Home Assignments); Assignment-V (Class Assignment/Home Assignments); MST-I, EST. (# MST-I conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

**List of Books:**

**Textbook:**

1. **Lifelong Education**, Editors: Paul Bélanger, Ettore Gelpi, Publisher: Springer (Kluwer Academic Publishers), Year: 1995
2. **Lifelong Education**, Author: V. K. Rao, Publisher: APH Publishing Corporation, Year: 2007
3. **Lifelong Learning: Education Across the Lifespan**, Authors: John Field, Mal Leicester, Publisher: Routledge (Taylor & Francis), Year: 2002

**Reference(s)**

1. Alexgender, K.C. (1994), The Process of Development of Society. New Delhi: SagePublication.
2. Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UN DP
3. Arunachalam. J (2005), Women's Equality – A Struggle for Survival: GyanPublishing House, New Delhi
4. Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, NewDelhi: UNESCO.
5. HUMAN DEVELOPMENT REPORT (1995). Published for the United Nations Development Programme. (UNDP). New York. Oxford. Oxford University Press.
6. Inove, Y (2009) Adult Education and Adult Learning Processes with ICT. Guam:University of Guam.

**Important Websites:**

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

**List of e-Learning Resources:**

1. [https://en.wikipedia.org/wiki/Lifelong\\_learning](https://en.wikipedia.org/wiki/Lifelong_learning)
2. [https://www.researchgate.net/publication/337049074\\_Concept\\_and\\_Significance\\_of\\_Lifelong\\_Learning](https://www.researchgate.net/publication/337049074_Concept_and_Significance_of_Lifelong_Learning)



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**M.A.Education  
Detailed Syllabus**

**Semester – IV  
MAEdu-402**

**Course Category  
L-4 T-0 P-0 C-4**

**Higher Education In India**

**Pre-requisites:** Basics of Higher Education In India

**Course Objective:**

- To make known students with the concept, historical development, problems, recommendations and management of Indian Higher Education
- To clarify the aims, importance, availability, access, accountability, research, liberalization, privatization, globalization and autonomy in Indian higher education system
- To understand the planning, budget and professional ethics of higher education system
- To Interpret various regulatory bodies like UGC, NAAC, NCTE and AICTE of higher education in India and to know their role and accountability
- To review various books on financing, planning and management of higher education in India

**Course Outcomes:**

| <b>Course Outcomes (COs)</b>                                                                                                                                                                                        | <b>Level *</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>CO1:</b> Define the meaning, aims, and objectives of higher education and trace its historical development                                                                                                       | L1             |
| <b>CO2:</b> The knowledge of planning, financing, professional ethics, distance learning, and teacher education for improving the effectiveness and management of higher education institutions.                    | L2             |
| <b>CO3:</b> The major issues and challenges of higher education including quality in teaching, examination reforms, research standards, privatization, globalization, access, equity, accountability, and autonomy. | L3             |
| <b>CO4:</b><br>Developing innovative strategies and educational approaches to strengthen higher education and Human Resource Development.                                                                           | L5             |
| <b>CO5:</b> The role of educational policies, commissions, social media, and national initiatives such as RUSA and NEP 2020 in promoting national development through higher education.                             | L4             |

*\*Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

### Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1       | 2   | 3   | 1   | 1   | 1   | 1   | 2   | 2   | 1   | 2    | 2    | 2    | 1    |
| CO2       | 3   | 1   | 2   | 2   | 1   | 1   | 1   | 1   | 2   | 2    | 3    | 2    | 2    |
| CO3       | 2   | 1   | 2   | 2   | 1   | 2   | 1   | 3   | 2   | 2    | 3    | 2    | 3    |
| CO4       | 1   | 2   | 1   | 1   | 2   | 2   | 1   | 1   | 1   | 1    | 2    | 1    | 2    |
| CO5       | 1   | 3   | 2   | 3   | 2   | 1   | 1   | 2   | 2   | 2    | 2    | 1    | 1    |

### Course Contents:

#### UNIT I: Concept, History and Development of Higher Education 12 Hours

1. Meaning, Aims and Objectives Higher Education
2. Historical Development of Higher Education
3. Higher Education in Indian Social Context: Issues of Access and Equity
4. Accountability, Autonomy, Academic Freedom and related issues
5. Recommendations of Various Commissions regarding Higher Education

#### UNIT II: Planning and Financing of Higher Education in India 12 Hours

1. Teacher Education at University Stage: Role of ASCs
2. Planning and Financing of Higher Education
3. Higher Education through Distance learning
4. Professional Ethics in Higher Education

#### UNIT III: Problems of Higher Education in India 12 Hours

1. Issues of Quality in Teaching
2. Examination Reforms
3. Quality of research at Higher Education level
4. Liberalization, Privatization and Globalization of Higher Education

#### UNIT IV: Management of Higher Education and Role of Regulatory Bodies 12 Hours

1. Ministry of Human Resource Development
2. Association of Indian Universities
3. UGC
4. NAAC
5. NCTE
6. AICTE

#### UNIT V: Higher Education for the Social Development of India 12 Hours

1. National Education Policy 2020 & Higher Education
2. Higher Education and National Development in India
3. Effective use of Social Media for the Promotion of Indian Higher Education
4. Cluster Universities, Private Universities & Deemed to Be University
5. Role of RUSA

**Total: 60 Hours**

**Examination Scheme: Total – 100 marks**

| Components    | Continuous Internal Assessment*<br>(A,CC, Assignment-I , MST-I) | External Assessment<br>(EST #) |
|---------------|-----------------------------------------------------------------|--------------------------------|
| Weightage (%) | 40                                                              | 60                             |

\*A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

#### Practical Based Assignment-

1. Preparation of report on functioning of any one Regulatory Body of Higher Education
2. Making study project various schemes and plans of the RUSA as an funding agency of Higher Education

#### Reference(s)

1. Carter Charles,(1980) Higher Education for the future
2. Kaul S.N. (1975) Higher Education Social change & National Development
3. Kaul, J. N.(2002) Higher Education in India: Two Decades of Planned Drift
4. Reddy G. Ram, (1995), Higher Education in India
5. Agarwal, Dinodi C (Ed.) (2000), Higher Education through Television
6. Amrik Singh &Altbach (1974) P.G. (Ed.)Higher Education in India,

#### List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

1. **Remember and Understand** the concept, aims, objectives, historical development, and structure of higher education in India along with the role of major regulatory bodies such as University Grants Commission, National Assessment and Accreditation Council, National Council for Teacher Education, and All India Council for Technical Education.
2. **Apply** the knowledge of planning, financing, professional ethics, distance learning, and teacher education for improving the effectiveness and management of higher education institutions.
3. **Analyze** the major issues and challenges of higher education including quality in teaching, examination reforms, research standards, privatization, globalization, access, equity, accountability, and autonomy.
4. **Evaluate** the role of educational policies, commissions, social media, and national initiatives such as Rashtriya Uchchatar Shiksha Abhiyan and National Education Policy 2020 in promoting national development through higher education.
5. **Create** innovative strategies and educational perspectives for strengthening higher education institutions and promoting inclusive, ethical, and socially relevant higher education in India.



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**M.A. Education  
Detailed Syllabus**

**Semester – IV**

**MAEdu-403**

**Educational Technology**

**Pre-requisites:** Basics of computers and technologies

**Course Category**

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Objectives**

1. To understand the concept, nature, significance, scope and components of educational technology
2. To know about the multi-media approach in Educational technology and to establish relationship between learning Technology and educational technology
3. To comprehend the concept, nature, process, types, principles mode and barriers of communication and mass media approach
4. To know the instructional design, learning theories, Psychoanalytic approach and system approach in educational technology
5. To know about the use of information and communication technology in teaching and to make the understanding about resources centers like; CIET, MOOC, AVRC and State ET Cell

**Course Outcomes:**

| Course Outcomes (COs)                                                                                           | Level *     |
|-----------------------------------------------------------------------------------------------------------------|-------------|
| <b>CO1:</b><br>Understand the concepts, scope, and significance of Educational Technology.                      | L1          |
| <b>CO2:</b><br>Apply communication principles, instructional design, and systems approach in teaching-learning. | L1&L2       |
| <b>CO3:</b><br>Analyze teaching models, instructional strategies, and teaching modalities.                      | L2&L3       |
| <b>CO4:</b><br>Analyze the use of educational technologies and resource centers in education.                   | L2 & L3     |
| <b>CO5:</b><br>Evaluate various evaluation tools and strategies for instructional and distance education        | L1, L3 & L4 |

*\*Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

## Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1       | 3   | 1   | –   | 1   | 1   | 3   | –   | –   | 1   | –    | 1    | 3    | –    |
| CO2       | 1   | 2   | –   | 3   | 2   | 2   | –   | 1   | 1   | –    | 1    | 3    | 1    |
| CO3       | 1   | 3   | 1   | 3   | 2   | 2   | –   | 1   | –   | –    | 2    | 3    | 1    |
| CO4       | 1   | 2   | 1   | 2   | 1   | 3   | –   | 1   | 2   | –    | 2    | 3    | 1    |
| CO5       | 1   | 2   | 3   | 2   | 3   | 2   | –   | 1   | 2   | –    | 3    | 3    | 1    |

High-3 Medium-2 Low-1

## Course Contents:

**Total: 60 Hours**

### UNIT I – Meaning and Scope of Educational Technology

**12 Hours**

1. Meaning and Concept of Educational Technology
2. Nature , Scope and Significance of Educational Technology
3. Components of Educational Technology Hardware and Software; Multi-Media Approach in Educational Technology
4. Educational Technology and Instructional Technology

### UNIT II- Communication and Modalities of teaching

**12 Hours**

1. Communication Process: Concept, Nature, Process, Type
2. Theory, Principles, Modes and Barriers of Communication, Classroom Communication (interaction verbal and non-verbal), Mass Media Approach
3. Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory)
4. Systems Approach in Educational Technology and its Characteristics

### UNIT III- Models of Teaching and instructional Technology

**12 Hours**

1. Models of Teaching: Concept, different families of teaching models
2. Designing Instructional System, Formulation of instructional Objectives, Task Analysis
3. Designing of Instructional Strategies -Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials
4. Modalities of Teaching-Difference between Teaching and Instruction, Conditioning and Training, Stages of teaching-pre- active, Interactive and post-active

### UNIT IV- Programmed Learning and Resource Centers

**12 Hours**

1. Computer Assisted Instruction
2. Uses of Communication Technology in Teaching- Videotape, Radio-Vision, Tele

- Conferencing, Video Conferencing, CCTV, INSAT
- Problems of introducing new technologies in the Indian Context
  - Resources Centers for Educational Technology– CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST –their activity for the improvement of learning processes

#### **UNIT V- Evaluation and Instructional Technology**

**12 Hours**

- Evaluation Strategies in Distance Education
- Counseling Methods in Distance Education
- Development of Evaluation Tools
- Norm-referenced and criterion-referenced tests

#### **Examination Scheme: Total – 100 marks**

| <b>Components</b>    | <b>Continuous Internal Assessment*<br/>(Assignment &amp; MST)</b> | <b>External Assessment<br/>(EST)</b> |
|----------------------|-------------------------------------------------------------------|--------------------------------------|
| <b>Weightage (%)</b> | <b>40</b>                                                         | <b>60</b>                            |

\* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

#### **List of Books:**

##### **Textbook:**

Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition)

##### **Reference Books:**

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc

#### **List of e-Learning Resources:**

- [https://swayam.gov.in/nd2\\_cec19\\_ed03/preview](https://swayam.gov.in/nd2_cec19_ed03/preview)
- [https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.studocu.com/in/document/university-of-kashmir/educational-technology-and-ict/bed-2-educational-technology-an-ict/51574543&ved=2ahUKEwjD\\_6DHiKGGAxWBklYBHcQnBswQFnoECBsQAQ&usg=AOvVaw3-7exTMd8lldlHXPIZ1CbL](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.studocu.com/in/document/university-of-kashmir/educational-technology-and-ict/bed-2-educational-technology-an-ict/51574543&ved=2ahUKEwjD_6DHiKGGAxWBklYBHcQnBswQFnoECBsQAQ&usg=AOvVaw3-7exTMd8lldlHXPIZ1CbL)



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**M.A. Education  
Detailed Syllabus**

**Semester – IV  
MAEdu-404**

**Human Rights Education**

**Pre-requisites:** Basics of human rights education in Indian society

**Course Category**

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Objectives**

- To familiarize students understanding of basic concepts of Human Rights Education & its Nature
- To understand the conceptual aspects involved in Human Rights Education
- To Apply the knowledge of Human Rights Education of school issues, strategies and practices
- To Analyze the concept of Human Rights Education related to various levels of education
- To Evaluate resource management skills after the study of Human Rights Education

**Course Outcomes:**

| Course Outcomes (COs)                                                                                                                | Level *     |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>CO1:</b><br>Understand the concepts, scope, and significance of Human Rights, Peace, and Inclusive Education.                     | L1          |
| <b>CO2:</b><br>Understand the historical development and role of national and international organizations in Human Rights Education. | L1&L2       |
| <b>CO3:</b><br>Apply human rights and inclusive practices in curriculum, classroom teaching, and educational settings.               | L2&L3       |
| <b>CO4:</b><br>Analyze the needs, characteristics, and challenges of children with diverse needs and inclusive education practices.  | L2 & L3     |
| <b>CO5:</b><br>Evaluate strategies, policies, and educational provisions related to peace, human rights, and inclusive education.    | L1, L3 & L4 |

*\*Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

**Articulation Matrix**

*(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation*

is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1       | 3   | 1   | —   | —   | —   | —   | 3   | —   | 1   | 1    | 1    | —    | 2    |
| CO2       | 2   | 2   | —   | —   | —   | —   | 3   | —   | 1   | 2    | 1    | —    | 1    |
| CO3       | 1   | 2   | —   | 3   | 2   | —   | 3   | —   | 1   | 1    | 1    | 3    | 2    |
| CO4       | 1   | 3   | 1   | 2   | —   | —   | 3   | 1   | —   | 1    | 2    | 1    | 3    |
| CO5       | 2   | 3   | 2   | 1   | 1   | —   | 3   | 1   | 1   | 2    | 3    | 1    | 2    |

**High-3 Medium-2 Low-1**

## **Course Contents:**

**Total: 60 Hours**

### **UNIT I – Meaning and Scope of Educational Technology**

**12 Hours**

1. Meaning and Concept of Educational Technology
2. Nature , Scope and Significance of Educational Technology
3. Components of Educational Technology Hardware and Software; Multi-Media Approach in Educational Technology
4. Educational Technology and Instructional Technology

### **UNIT II- Communication and Modalities of teaching**

**12 Hours**

1. Communication Process: Concept, Nature, Process, Type
2. Theory, Principles, Modes and Barriers of Communication, Classroom Communication (interaction verbal and non-verbal), Mass Media Approach
3. Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory)
4. Systems Approach in Educational Technology and its Characteristics

### **UNIT III- Models of Teaching and instructional Technology**

**12 Hours**

1. Models of Teaching: Concept, different families of teaching models
2. Designing Instructional System, Formulation of instructional Objectives, Task Analysis
3. Designing of Instructional Strategies -Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials
4. Modalities of Teaching-Difference between Teaching and Instruction, Conditioning and Training, Stages of teaching-pre- active, Interactive and post-active

### **UNIT IV- Programmed Learning and Resource Centers**

**12 Hours**

1. Computer Assisted Instruction
2. Uses of Communication Technology in Teaching- Videotape, Radio-Vision, Tele Conferencing, Video Conferencing, CCTV, INSAT
3. Problems of introducing new technologies in the Indian Context
4. Resources Centers for Educational Technology– CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST –their activity for the improvement of learning processes

**UNIT V- Evaluation and Instructional Technology****12 Hours**

1. Evaluation Strategies in Distance Education
2. Counseling Methods in Distance Education
3. Development of Evaluation Tools
4. Norm-referenced and criterion-referenced tests

**Examination Scheme: Total – 100 marks**

| Components    | Continuous Internal Assessment*<br>(Assignment & MST) | External Assessment<br>(EST) |
|---------------|-------------------------------------------------------|------------------------------|
| Weightage (%) | 40                                                    | 60                           |

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**Reference Books:**

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2. Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
3. Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
4. Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
5. Evaut, M. The International Encyclopaedia of Educational Technology
6. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc

**List of e-Learning Resources:**

- [https://swayam.gov.in/nd2\\_cec19\\_ed03/preview](https://swayam.gov.in/nd2_cec19_ed03/preview)
- [https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.studocu.com/in/document/university-of-kashmir/educational-technology-and-ict/bed-2-educational-technology-an-ict/51574543&ved=2ahUKEwjD\\_6DHiKGGAxWBklYBHcQnBswQFnoECBsQAQ&usg=AOvVaw3-7exTMd8lldHXPIZ1CbL](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.studocu.com/in/document/university-of-kashmir/educational-technology-and-ict/bed-2-educational-technology-an-ict/51574543&ved=2ahUKEwjD_6DHiKGGAxWBklYBHcQnBswQFnoECBsQAQ&usg=AOvVaw3-7exTMd8lldHXPIZ1CbL)