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EME E N EMF NE EXAMI A I F

G AD A EDI L MAI ED CA I AL ECH L GY GDE
ONE YEAR REGULAR COURSE CREDIT BASED SEMESTER SYSTEM

Objectives of Course:

The Post Graduate Diploma in Educational Technology (PGDET) has been designed to realize the following objectives: After completing the course, going through the relevant references and completing the course assignments and the prescribed practicals, the students are supposed to be able to:

Medium of Instruction

The medium of instruction and examination shall be English, Hindi & Punjabi

ELIGIBILITY

- Admitted candidates are required to complete successfully the study of six papers.
- The student has to obtain 24 credits towards fulfilment of course completion criteria.
 - Student is required to have a minimum of 75% attendance in each paper in each semester to be eligible to appear in the end semester exams.
 - A student earns credits in each paper if he/ she obtain the minimum 40% pass marks in each course/ paper.
 - Each course of 4 credits will have teaching sessions (including Lectures, Tutorials, Practicals, Sessional work) per week.
 - There will be provision of reappear maximum in two papers.
Reappear candidates will be allowed to appear as per Panjab University Norms/ Calendar.

Details of course:

Total number of papers	Six (100 marks each)
Total Marks	600 (100 X 6)
Internal assessment	30 per cent in each paper

Duration of Course:

The duration of the course leading to the Post Graduate Diploma in Educational Technology shall be one year. The course shall be divided into **two semesters**. The examinations in first semester and second semester shall ordinarily be in the months of December and May respectively

GUIDELINES FOR EXAMINATIONS

1. A total of 5 questions are to be attempted by the candidates in each paper selecting one from each unit (Unit I to IV). Unit V will be having four short notes which will be compulsory.
2. Each question will carry 14 marks
3. There will be internal choice in first four units.
4. Questions of Short notes will be spread over 4 Units. There will be no choice in fifth question related to short notes
5. There will be house test in each of the first five papers. The marks obtained in the house test will be considered as one of the parameter of the internal assessment.
6. There will be external practical and viva voce test in Paper VI carrying 70 marks. The internal assessment of Paper VI will be based on supervised practical work carrying 30 marks.
7. Duration of each paper in the semester end examinations will be of three hours.

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Credits=4

Total Marks=100

External=70

Internal =30

C E B J E C I E

On completion of this course, students will be able to :

- Explain the concept, nature and scope of Educational Technology.
- Trace the history of Educational Technology.
- Discuss recent trends in Educational Technology.
- Explain the concept and variables of teaching.
- Explain the concept, elements and basic teaching models.
- Discuss different models of teaching and different types of teaching skills.
- Develop a competence in practicing the micro-teaching.
- Derive the meaning and process of simulated teaching.
- Explain about the various classroom observation systems.
- Understand the concept, process, principles and barriers of communication.
- Discuss the concept, need and advantages of ICT
- Discuss recent trends in use of ICT for conducting research.

E Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt one question from each unit (Unit I to IV) and question No.9 consisting four short questions is compulsory. All questions carry equal marks. Duration of external examination will be 3 hours.

C E C E

u t I

- a) Educational Technology: Concept, nature and scope of educational technology in India.
- b) Historical perspective of Educational Technology. Types of Educational Technology.

u t II

- a) Teaching: Concept, variables, phases and levels of teaching.
- b) Models of teaching: concept, elements and families of models of teaching.

- b) Meaning and process of Micro-teaching and simulated teaching.
- c) Flander's Interaction Analysis, Reciprocal Category System and Equivalent Category System.

ICT

- a) Communication : Concept, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT) : Concept, need, advantages and barriers to expansion of ICT.
- c) Recent trends in use of ICT for conducting research. Web resources for research.

Assignment

Students are required to conduct any one activity;

- (i) Classroom Interaction analysis on the basis of FCIAS (One lecture).
- (ii) Development of lesson plan according to any one model of teaching.

REFERENCE

1. Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, Vikas Publication, B-57, Meenakshi Puram.

17. Pandey, M. (2012) Co-operative Learning Strategy, New Delhi, Arise Publishers and Distributors.
18. Schrum, L. (2012) Educational Technology for School Leaders, New Delhi, SAGE India Pvt. Ltd.
19. Sharma, Y.K. & Sharma, M. (2006) Educational Technology and Management. New Delhi : Kanishka Publishers.
20. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributors.
21. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
22. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributors.
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learning process.

ii) Preparation and presentation of slides/e-content for teaching any topic at the school level.

GGE ED EADI G

1. Armitage, S. and O'Leary. (2003). A guide for Learning Technologists (LSTNElearning series No.4) New York : LTSN.
2. Clarke, A. (2008). E-learning skills. New York: Palgrave Macmillan.
3. Com(2001). E-learning Action Plan : Designing Tomorrow's Education, Commission of the European Communities, of the European Communities, 172 final, <http://europa.eu.int/enr-lex/en/com/cnc/2001/com2001-0172enol.pdf>.
4. Holmes, B. & Gardner, J. (2006). E-learning: Concepts and Practices. London : Sage Publications.
5. Mehra, V. (2013). E-learning in Teacher Education. In M.M. Pandey, R. Pandey and P. Tyagi (Editors) Uses of ICT in Teacher Education Program. New Delhi: Omega Publications.
6. Naidu, S. (2003). E-learning: A Guide Book of Principles, Procedures and Practices. New Delhi: CEMCA.
7. Rossen, E. and Hartley, D. (2001) Basic of e-learning Info-Line, 109.
8. Sharma, R.C. & Mishra, S. (2007). Cases on Global e-learning Practices and Pitfalls.

Educational Television, SWAYAM, Video conferencing, Teleconferencing and Use of internet in education.

b) Cooperative learning and Experiential learning.

• **ss on a or**

Students are required to conduct any one activity;

i) Developing two instructional plans in accordance with Gagne's specifications.

• PowerPoint presentation on any topic of the syllabus.

GGE ED EADI G

1. Allen, S. (1971): Dynamic Management, Prentice Hall.
2. Bloom, B.S., Hastings, J.T. and Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning, New York, McGraw Hill.
3. Bruner, J.S. (1966): Towards a Theory of Instruction, Cambridge, Mass, Harvard University Press.
4. Cropper, G.L. (1974): Instructional Strategies, Englewood Cliff, N.J. Educational Technology Publications.
5. Davis, I.K. (1971): The Management of Learning, London, McGraw Hill.
6. Forsyth, I., Jolliffe, A. and Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Forsyth, I., Jolliffee, A. and Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
8. Gagne, R.M. (1965): The Conditions of Learning, New York, Holt Rinehart and Winston.
9. Gagne, R.M. and Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
10. Mehra, V. (1992): Instructional System Design: An Innovation in Educational Technology, New Delhi, S.S. Publishers.
11. Mehra, V. (2010): A Text Book of Educational Technology, New Delhi, Sanjay Prakashan.
12. Murrit, M.D. (Ed.) (1971): Instructional Design, Englewood Cliffs, N.J., Prentice Hall.
13. National Curriculum Framework (2005): New Delhi: NCERT.
14. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues, London, Prentice Hall International Ltd..
15. Popham, J.M. and Baker, E.L. (1970): Systematic Instruction, New Jersey, Prentice Hall, Inc. Englewood Cliffs,.
16. Pratt, D. (1980): Curriculum Design and Development, N.Y., Harcourt.
17. Romiszowski, A.J. (1986): Designing Instructional Systems, London: Kogan Page.

EME E II

A E I ↘

C EC DE GDE

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Credits=4

introduction

- a) Steps of development of the Programmed learning material: Components and types of frames, primes and prompts, designing and sequencing of frames
- b) Editing Programs, Try out and Validation of Program

Assignment

Students are required to conduct any one activity;

- a) Development of a linear programme with 50 frames.
- b) Seminar on any topic from the syllabus.

REFERENCE

1. Ahuja, M. (2007): *Mastery Learning a Practical Approach*, Meerut, Vivek Publishers.
2. Bhushan, A. and Ahuja, M. (2003): *Educational Technology: Theory and Practice*, Patiala, Bawa Publishers, (2nd edition)
3. Block, J.H. and Anderson, L.W. (1974): *Mastery Learning in Classroom Instruction*: New York, Macmillan.
4. Deva, V. (2003): *E-Knowledge*. New Delhi: Commonwealth Publishers.
5. Espich, I.E. and Williams (1967): *Developing Program Instructional Materials*, London, Pitman.
6. Mager, R.T. (1961): *Preparing Objectives for Programd Instruction*, San Francisco, Fearson.
7. Maier, P. and Warren. A. (2000): *Integrating Technology in Learning and Teaching*. London: Kogan page.
8. Markle, S.M. (1969): *Good Frames and Bad*, New York, Wiley.
9. Mayer, R.E. (2001): *Multimedia Learning*. USA: Cambridge University Press.

EME E II

A E

C E C DE GDE

C E I LE EACHI G M DEL A D ECE E D I
 ED CA N AL ECH NL GY

Credits=4

Total Marks=100

External=70

Internal =30

- C E BJEC I E** On the completion of this course student will be able to:
- Describe the concept of teaching models and recent trends in educational technology. Elaborate about the different characteristic features, advantages and limitations of Mastery Learning Strategies.
 - Discuss various tasks of a teacher for implementing Mastery learning Strategies. now about the major institutions of Educational Technology in India CIET, EMRC, CEC.
 - Various tools of computer technology which can be used in self-instructions.
 - Explain the meaning and scope of e-learning and e-resources, on-line teaching and m-learning.

E Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt one question each from units I, II, III and IV and question No.9 is compulsory. All questions carry equal marks. Duration of external examination will be 3 hours.

C E C E
u t I

- a) Models of Teaching: Meaning and elements of models.
- b) Glaser Basic Teaching Model
- c) Inquiry Training Model.

u t II

- a) Mastery Learning Model.
- b) Keller's Mastery Learning Strategies.
- c) Concept Attainment Model.

u t III

- a) Online teaching and learning: Concept, Advantages, Challenges and Methodology.
- b) M-learning: Concept, Features, Methodology, Advantages, and Disadvantages.

u t I

- a) EDUSAT; Characteristics, applicability, advantages and limitations.
- b) Recent trends in Educational Technology. Major institutions of Educational Technology in India CIET, EMRC, and CEC.

Lesson or
Students are required to conduct any one activity;

EVALUATION

Students will be evaluated practically by the External examiner. The practical will be followed by a comprehensive viva-voce test. External practical/ assessment will be of 70 marks and internal assessment of 30 marks.

REFERENCES

1. Anderson, R.H. (1976): Selection and Developing Media Instruction, New York, Van Nostrand Reinhold Company.
2. Brown, J.W., Lewis, R.B. and Harcle Road, F.F. (1985): AV Instruction Technology, Media and Methods, USA: Mc-Graw Hill, Book Company.
3. Dean, C. and Quentin, W. (1984): A Handbook of Computer Based Training, London, Logon Page.
4. Helbert Pay Eldon and Others (ed.) (1982): Mass media III: An Introduction to Modern Communication, N.Y., Longman.
5. Heinich, R.M., Micheal Russeil J. (1993): Instructional Media and New Technologies of Instruction, N.Y., Macmillan Publishing Co.
6. Kemp. J.E. (1975): Planning and P19(pa)-2.19(pa)-2.19(pa)-2.19(pn.4472(l)-9.23449(15.9574(3)10.6383(381(l)