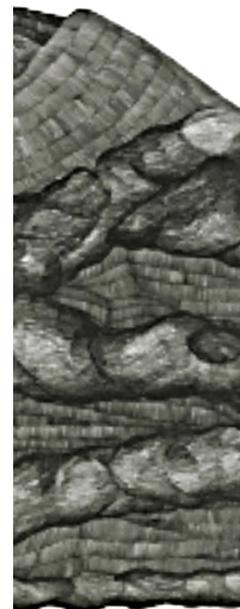


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Staff Training  
Indir

Education (S  
(IGNOU)

Master of Arts in Distance Education  
(MADE)

*Learning Outcomes based Curriculum Framework  
(LOCF)*

Staff Training and Research Institute of Distance Education (STRIDE)  
**Indira Gandhi National Open National Open University (IGNOU)**  
Maidan Garhi, New Delhi

2020

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April, 2020

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## Preface

Learning outcomes are an integral component of the curriculum and the teaching learning process. “Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study” (UGC, 2020). Learning outcomes delineate the standards expected from a specific level of qualification and promote professionalism. For learners in general and distance learners in particular, learning outcomes are even more significant, as they enable the learners to set their own learning targets and assessment goals.

The Indira Gandhi National Open University (IGNOU) has been at the forefront in setting up sound teaching-learning practices for its millions of learners studying through distance education. IGNOU’s academic process, including development of its self learning materials, has been acknowledged for its excellence and serves as a model for ODL institutions of higher education. IGNOU has always aimed at ensuring that its philosophy and policies are closely aligned to national goals and developments. Accordingly IGNOU adopted the UGC notified Scheme for development of **Learning Outcomes-based Curriculum Framework (LOCF)** in the 72nd meeting of the Academic Council held on 30th April 2019. IGNOU is presently working to implement the UGC Quality Mandate for improving quality in higher education institutions, including development of LOCF for its programmes.

The genesis of the present LOCF document for the Masters in Distance Education (MADE), being offered by STRIDE, lies in the steps taken to initiate learning outcomes for IGNOU programmes. In Sept. 2019, a Faculty Development Programme on LOCF was organized by STRIDE and CIQA. As an outcome of this FDP, LOCF in seven IGNOU programmes, including MADE, were prepared. However at this stage, the LOCF developed featured only Programme and Course learning outcomes. In the present LOCF for MADE, an attempt has been made to go one step further and one comprehensive LOCF document has been prepared which includes the Programme learning outcomes, the ten Course learning outcomes and the Unit-wise learning outcomes. Thus under one cover, the learning outcomes for entire curriculum have been presented. Hopefully this LOCF document will serve the needs of MADE learners, who may be able to set their learning targets, as well teachers/evaluators/paper-setters for measuring desired achievement levels through assessment/evaluation. Further, this document may be useful for meeting the professional needs of those who are or desire to be employed in the ODL system.

I take this opportunity to thank Prof. Nageshwar Rao, Hon’ble Vice Chancellor, IGNOU, for his positive support and encouragement towards promoting academic quality. I would also like to express gratitude towards Prof. Rampelli Satyanarayana, Director, STRIDE for his constant motivation. I thank all Course Coordinators of MADE (past and present) as well as unit writers, editors, expert committee members and all who contributed to the development of these existing courses. This LOCF document was conceptualized before the COVID-19 outbreak in India and I worked upon and finalized it during the lockdown period in March-April 2020. I am grateful to Ms. Nandini Hasija who designed the cover and prepared the artwork and to Ms. Jyoti Singh who helped me format this document, while all of us were ‘locked’ in our own homes with many miles of social distance between us. This is a first attempt and we will continue to improve it. I sincerely hope that the MADE LOCF document will serve as an exemplar and help in the creation of other such LOCF document for all programmes of IGNOU and other ODL institutions.

Dr. Anita Priyadarshini  
Programme Coordinator  
MA in Distance Education(MADE)

13<sup>th</sup> April 2020

# **Master of Arts in Distance Education (MADE)**

## **1. Introduction**

Open and Distance Learning (ODL) system is accepted across the globe as a system that is able to cater to larger population of learners both at university and school level. The inherent flexibility of the system is able to attract learners who are truly lifelong learners. These learners are looking for an opportunity to study at different points of their life and the system fulfills this requirement. Distance learning with its use of technology is able to reduce the distance and bring teaching to the doorstep of the learner. Distance learning uses a pedagogy that is appropriate for the distance learner. It follows a systematic approach towards the instructional design using teaching learning strategies and modals that help a learner study at a distance. The management and delivery of the system requires specialized training so that learners at a distance can avail support services that help them in their learning. The use of technology by distance learning institutions makes the system dynamic and interactive. The growth of the system at national and international level along with the specialty makes it a system which is able to attract teachers and other support staff for employment. There is a need for specialized training for those who need employment as well as those who are already employed in the system.

The Master of Arts in Distance Education (MADE) is offered by STRIDE as an integrated programme of two years duration. This programme has been designed to develop human resources in various specialized areas of Distance Education.

## **2. Nature and Scope**

Distance education is now a well established field of education. The Master of Arts in Distance Education (MADE) is offered by STRIDE to meet the needs of teachers in the area of distance education. Today India has a national open university as well as state open universities that are offering programme through the ODL mode. In addition to this there are many Directorates of Distance Education that are a part of conventional universities. India also has a large number of open schools that are catering to pre degree level learners as well as offering vocational programmes for enhancing employability. The ODL system is seen as an appropriate system for meeting the educational needs of large numbers. There is therefore a need to train those who are seeking employment in this sector as well as those who desire to be lifelong learners. The MADE programme is a means for meeting this need of teachers, staff and learners of the ODL system. The programme includes key areas of study such as philosophy of distance education and the historical development of distance education, instructional design, management, training and the economic dimension of distance education.

## **3. Aims of the Programme**

The programme aims to promote awareness about the concept and utility of ODL in India and other developing countries and to develop the much-needed human resources for the existing Open Universities, Open Schools and Directorates of Distance Education. The MADE programme consists of 10 courses.

#### **4. Characteristic attributes of a graduate:**

The characteristic attributes of a learner upon completing the MADE programme may include the following:

- **Disciplinary knowledge and skills:** Comprehensive knowledge and understanding of major concepts, theoretical principles in distance education and other related fields of the study, including broader inter-disciplinary sub fields such as education, research, vocational education etc. ability to use ICT-technologies in distance education.
- **Skilled communicator:** Ability to transmit information related to distance education.
- **Critical thinker and problem solver:** Ability to employ critical thinking and efficient problem solving skills while designing programmes, and meeting challenges in delivery of distance education.
- **Sense of inquiry:** ability to inquire and question the various existing facets in the field of distance education including challenges and to be able to resolve them through appropriate solutions.
- **Team player/worker:** ability to working effectively in teams, develop a spirit of tolerance and work in harmony for the betterment of distance education practices.
- **Skilled project manager:** Capability of identifying appropriate resources and managing them for design delivery and implementation of distance education.
- **Digitally literate:** Capable of using ICTs in distance education as well as latest technological tools to develop more effective teaching learning practices for learners at a distance.
- **Ethical awareness/reasoning:** Ability to present original, honest and authentic work in thought and practice and refrain from any unethical behavior.
- **Lifelong learners:** Capable of following lifelong and life wide learning practices as a means for continuous learning and self development.

#### **5. Qualification descriptors:**

The qualification descriptors for MADE programme may include the following:

- Demonstrate understanding of the area of distance education and its philosophy and growth.
- Identify applications, and other technological applications for enhancing learning and its delivery.
- Demonstrate skills for designing and developing instructional material for distance learners. ICT skills in areas of delivery of resources and management in ODL.
- Use knowledge to undertake systemic research on different aspects of distance education.
- To demonstrate competence for developing training and professional development programmes for different categories of distance teachers and staff...
- Apply knowledge for undertaking projects in different areas related to distance education.

#### **6. Programme learning outcomes relating to MADE programme:**

After completing the MADE programme, the learner will be able:

- To explain growth and philosophy of Distance Education.
- To develop different models of instructional design for distance learners.
- To evaluate the learner support system and services in ODL.
- To plan and design management structures and practices for distance education.
- To analyze the economics of distance education with national and international perspective.
- To explain the curriculum development process and its transaction in distance education.
- To develop systemic knowledge and undertake research on Distance Education.
- To apply technology for learning enhancement and create digital content.
- To plan and develop training programmes for continuous professional development of distance teachers.
- To develop skills to undertake innovative practices through project work.

## 7. Course Structure of MADE Programme

The MADE programme consists of 10 courses and 60 credits worth. Each course is of six credits. The student will be awarded Post Graduate Diploma in Distance Education (PGDDE) on successful completion of five courses of first year worth 30 credits and Master of Arts in Distance Education (MADE) after completion of five courses of second year worth 30 credits (Total 60 credits).

The first year and second year of study consists of five courses each. The course structure is given below:

Sl.No.	Course Title	Credits
<b>First Year (PGDDE)</b>		
1.	MDE-411: Growth and Philosophy of Distance Education	6
2.	MDE-412: Instructional Design	6
3.	MDE-413: Learner Support Systems and Services	6
4.	MDE-414: Management of Distance Education	6
5.	MDE-418: Educational Communication Technologies	6
<b>Second Year (MADE)</b>		
6.	MDE-415: Research For Distance Education	6
7.	MDE-416: Curriculum Development for Distance Education	6
8.	MDE-417: Distance Education: Economic Perspective	6
9.	MDE-419: Staff Training and Development in Distance Education	6
10.	MDEP-420: Project Work	6
<b>Total Credits</b>		<b>60</b>

## 8. Teaching-learning processes

The teaching learning process is a very comprehensive one in which the learner is supported through self-learning materials, which are available in both print and digital versions. Academic support is also provided through Interactive Radio Counseling, Teleconferencing and telephonic support. The STRIDE faculty provides direct support through academic counseling, evaluation of assignments and guiding learners in their project work.

## 9. Assessment methods

The assessment includes formative and summative evaluation. The learners are provided an opportunity to check their progress within the self learning material itself, as well as through assignments. There is also a project work which has to be completed. There is a Term-end examination which is held two times in a year.

## 10. Entry Requirement

Basically this programme has been designed for people who have an interest in open and distance education (either by virtue of being an employee in the open distance learning system or willing to work in the system). In-service teachers of Distance Education Centers and Open Universities would be highly benefitted from the Programme.

However, a graduate in any discipline is eligible to enroll in MADE. Lateral entry to second year is given to those who have earlier completed DDE/PGDDE. Students who are seeking lateral entry have to follow the procedure and payment for credit transfer as lay down by the Student Registration Division.

### **Course Coordinators of MADE Programme**

<b>First Year</b>	
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# **MADE Programme**

## **First Year**

(Post Graduate Diploma in Distance Education (PGDDE))

# **MDE-411**

## **GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION**

This course lays the foundation for open and distance education. The aim of the course is to analyze the growth of distance education at local, national and global spheres, its socio-economic relevance at local levels, its theories and its implications. Those are broadly, philosophical foundations, the question of socio-political credibility, nature, scope and characteristic of distance education as a system as well as a discipline of study, some of the reflections of stalwarts of open and distance education, finally, to understand that distance education is fast growing profession which enables new career avenues for both the teachers and (new) learners in the global era.

After completing this course, the learner should be able to:

- Introduce basic issues of open and distance education
- Explain its philosophical foundation
- Describe growth and present status in terms of international scenario with special emphasis on distance education in South Africa
- Collate the growth and innovation in various facets of open and distance education.

This course has five blocks:

**Block 1:** Basic Issues of Open and Distance Education

**Block 2:** Philosophical Foundations

**Block 3:** Growth and Present Status

**Block 4:** Distance Learning in Africa

**Block 5:** Growth and Innovations

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1. BLOCK 1 : Basic Issues of Open and Distance Education**

### **1.1 Unit 1 : Understanding Open and Distance Education**

- 1.1.1. Define Open and Distance Education;
- 1.1.2. Trace the features and scope of Open and Distance Education;
- 1.1.3. Differentiate face-to-face education and open and distance education;
- 1.1.4. Identify different types of Distance Education Institutions;
- 1.1.5. Recognize different vocabulary and instructions available at global level.

### **1.2 Unit 2 : Social Credibility and Justice**

- 1.2.1 Explain the criteria for assessing the social credibility of an educational system;
- 1.2.2 Analyse the quality indicators that determine the social credibility of ODL systems;
- 1.2.3 Discuss social justice as an integral part of social credibility with reference to ODL.

### **1.3 Unit 3 : Emerging New Learner in Globalizing Era**

- 1.3.1 Define who new learner is in the ever changing society;
- 1.3.2 Explain the learner models in the 21st century;
- 1.3.3 Study the implication of new learners in the context of ODL
- 1.3.4 Identify the Traits of the New Learners;
- 1.3.5 Relate the Instructional implications.

## **2 BLOCK 2 : Philosophical Foundations**

### **2.1 Unit 1 : Defining Distance Education**

- 2.1.1 Discuss that distance education aims at learning activity/knowledge society;
- 2.1.2 Distinguish distance education from other learning/teaching processes/activities;
- 2.1.3 Explain how distance education becomes a structured system of learning.

### **2.2 Unit 2 : Philosophical Foundations-1**

- 2.2.1 Clearly state what independent study and autonomous learners mean;
- 2.2.2 Knowledgeably discuss the implications of the term 'distance' in distance education.

### **2.3 Unit 3 : Philosophical Foundations-2**

- 2.3.1 Discuss how the distance teaching processes can be compared to the industrial ones;
- 2.3.2 Argue the need for building conversational elements in distance teaching materials;
- 2.3.3 Explain the importance of human support to distance learners.

### **2.4 Unit 4 : Emerging Operational Concerns**

- 2.4.1 Discuss the implications of the latest communication technologies for distance education;
- 2.4.2 Explain the ways of collaborative networked learning;
- 2.4.3 Analyze the quality issues pertaining to distance education;
- 2.4.4 Highlight the importance of cost effectiveness, research and staff development in distance education.

## **3 BLOCK 3 : Growth and Present Status**

### **3.1 Unit 1 : Historical Perspective**

- 3.1.1 Form a compendious account of the evolution of distance education and describe with examples how social factors influence educational systems;
- 3.1.2 Discuss the frequent changes in Indian society that brought about different educational changes in the past few thousands of years;

- 3.1.3 Appreciate the relevance and efficacy of distance education, particularly in developing countries, and delineate how the changing attitudes towards education make distance education a socio-political imperative.

### **3.2 Unit 2 : The International Scene-1**

- 3.2.1 Traced the genesis of distance education;
- 3.2.2 Acquired an overall understanding of the status which the distance educational system has gained in Europe.

### **3.3 Unit 3 : The International Scene-2**

- 3.3.1 Discuss the phenomenal growth of distance education in the regions mentioned above,
- 3.3.2 Discuss the various systems of distance education that operate in different countries,
- 3.3.3 Analyze the distinct characteristics of distance education practices in the major regions.

## **4 BLOCK 4 : Distance Education in South Africa**

### **4.1 Unit 1 : Understanding Distance Education in Africa**

- 4.1.1 The gross enrolment ratio for primary education was 81.2%;
- 4.1.2 The average gross enrolment ratio in secondary education was 26.2%;
- 4.1.3 The gross enrolment ratio in higher education was 3.9%.

### **4.2 Unit 2 : The Role of Distance Education in Africa**

- 4.2.1 Identify the broad areas of education and training in which Africa stands to gain by adopting distance education methods and practices to enhance its human capital development;
- 4.2.2 Highlight the importance of critical areas like teacher education; open schooling, technical and vocational education and adult basic education to the overall strategy for human development in African countries;
- 4.2.3 Analyze the experience of the development programmes undertaken in these fields in the past, identify the strengths and weaknesses and consider new initiatives to organize distance education programmes on an enduring basis;
- 4.2.4 Narrate how successful distance education programmes have been organized at the tertiary level in some countries, and how policy initiatives and quality assurance frameworks have contributed to their success.

### **4.3 Unit 3 : The Problems and Challenges in Distance Education in Africa**

- 4.3.1 Critically evaluate the performance of the on-going distance education initiatives in Africa and identify their strengths and weaknesses;
- 4.3.2 Analyze the factors that contributed to the success of specific interventions and identify the reasons for failures where the initiatives did not make any impact;
- 4.3.3 Discuss the role of the policy and planning environments in mobilizing resources and the provision of the necessary infrastructure for sustaining distance education;
- 4.3.4 Highlight the role of capacity building and leadership development in ensuring successful distance education interventions.

### **4.4 Unit 4: Access, Quality and Cost**

- 4.4.1 Establish the interrelationships among the three vectors of the triangle that represent access, cost and quality;
- 4.4.2 Design systems that impact the behaviour of each of these three vectors that can contribute to expansion, affordability and good quality in the provision;
- 4.4.3 Design and develop quality assurance systems appropriate to the environment;
- 4.4.4 Analyze the readiness of the national environment to launch and sustain distance education initiatives.

#### **4.5 Unit 5 : Regional Issues**

- 4.5.1 Discuss the variety and diversity of the education systems that prevail generally across a group of states that comprise each of the five major regional formations designed to foster cooperation in economic and social development;
- 4.5.2 Explain how the legacy systems influence the linguistic and cultural environments that are so crucial to the development of education;
- 4.5.3 Analyze the common issues and challenges before the countries in all the regions and examine how Pan-African cooperation and collaboration can lead to significant growth and development in education.

### **5 BLOCK 5 : Growth and Innovations**

#### **5.1 Unit 1 : Guided Didactic Conversation in Distance Education**

#### **5.2 Unit 2 : Characteristics of Distance Education**

#### **5.3 Unit 3: Distance Education in the Third World:**

#### **5.4 Unit 4: China's Higher Distance Education – its Four Systems and their Structural Characteristics at Three Levels**

#### **5.5 Unit 5: Open and Distance Education as Social Practice**

#### **5.6 Unit 6: Distance Education in Developing Countries: Prospects and Challenges**

#### **5.7 Unit 7: Mega-Universities, Virtual Universities and Knowledge Media: Can we have Quality with Quantity?**

#### **5.8 Unit 8: Developing Improved Strategies towards Better Students Support Services**

#### **5.9 Unit 9: The Problem of Creating a Discipline of Distance Education**

#### **5.10 Unit 10: Is Distance Education a Discipline**

# MDE-412

## INSTRUCTIONAL DESIGN

The systematic approach in the design of instruction is a problem-solving process known as instructional development, which requires the identification of instructional needs, strategies, problems and corresponding solutions by means of effective and efficient teaching-learning activities based on relevant objectives. A practitioner of distance education must be informed about the processes and use of the appropriate models and theories and skills required to apply the systemic approach (an input-output-feedback-revision cycle).

After completing this course, the learner should be able to:

- Discuss the concept of learning and instruction and implications of three theories of learning i.e., Behaviouristic School of Thought, Cognitivist School of Thought and Constructivist School of Thought;
- Enumerate different theories and models of instructional design;
- Describe different processes involved in designing instruction for distance learners;
- Explain the instructional design practices in classrooms, open and distance learning, training and e-learning;
- Develop skills in designing portfolio.

This course has five blocks:

**Block 1:** Foundation of Instructional Design

**Block 2:** Instructional Design: Models and Theories

**Block 3:** Instructional Design Processes

**Block 4:** Instructional Design in Practice

**Block 5:** Developing Portfolio

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **BLOCK - 1 FOUNDATIONS OF LEARNING**

### **1.1 Units-1 Learning and Instruction**

- 1.1.1 Explain the concept of learning
- 1.1.2 Discuss the condition of learning
- 1.1.3 Describe different perspectives of learning □ differentiate between surface and deep approaches to learning;
- 1.1.4 Explain instructional events and their relation to learning process.

### **1.2 Unit-2 Behaviouristic School of Thought**

- 1.2.1 Differentiate between different schools of behaviouristic learning theories
- 1.2.2 Explain the main features of behaviourist theories in your own words
- 1.2.3 Explain the main features of social learning theories in your own words
- 1.2.4 Write behavioural objectives for an area of instruction
- 1.2.5 Describe the application of behaviouristic principles

### **1.3 Unit-3 Cognitivist School of Thought**

- 1.3.1 Explain the: characteristics of the cognitive prospective of learning
- 1.3.2 Describe information processing theory
- 1.3.3 Explain Bruner's theory of instruction
- 1.3.4 Discuss Ausubel's learning theory;
- 1.3.5 Explain the humanistic perspectives of learning,
- 1.3.6 Write the implications of cognitive theories for design instruction

### **1.4 Unit-4 Constructivist School of Thought**

- 1.4.1 Explain the meaning of constructivism and its essential features
- 1.4.2 Analyze the social and psychological constructivists' views and their applicability to design instruction
- 1.4.3 Design learning contexts in which students learn through discovery method
- 1.4.4 Explain the meanings of zone of proximal development (zpd), cognitive apprenticeship and contextual learning and their relationship with each other in the construction of knowledge
- 1.4.5 Describe the use of scaffolding in forming cognitive structures
- 1.4.6 Write the implications of this theory for designing instruction.

## **2 BLOCK - 2 INSTRUCTIONAL DESIGN: THEORIES AND MODELS**

### **2.1 Unit-5 Instructional Design: An Overview**

- 2.1.1 Discuss the concept of instructional design(ID)
- 2.1.2 Explain the importance of different tasks involved in instructional design models
- 2.1.3 Differentiate between theories and models of ID
- 2.1.4 Describe different types of instructional theories of ID
- 2.1.5 Apply the models of ID for designing instruction
- 2.1.6 Develop skills in designing instruction by using the theories and models of ID.

### **2.2 Unit-6 Component Display Theory (CDT)**

- 2.2.1 Discuss the facet of Component Display Theory (CDT)
- 2.2.2 Describe performance-content classification
- 2.2.3 Draw a performance-content matrix;
- 2.2.4 Apply the principles of CDT for distance learning materials.

### **2.3 Unit-7 Elaboration Theory**

- 2.3.1 Discuss the concept of Elaboration Theory (ET)
- 2.3.2 Describe the different components which are utilized by Elaboration Theory
- 2.3.3 Explain the characteristics of different components of the sequence
- 2.3.4 Describe the Elaboration Sequence;
- 2.3.5 Discuss the steps of developing an Elaboration Sequence.

### **2.4 Unit-8 Cognitive Load Theory (CLT) and Cognitive Flexibility Theory (CFT)**

- 2.4.1 Establish a relationship between instructional psychology and instructional design
- 2.4.2 Explain salient features of cognitive load theory
- 2.4.3 Identify predictions for student learning
- 2.4.4 Narrate the significance of cognitive flexibility theory towards instructional design;
- 2.4.5 Suggest ways to implement cognitive load theory (CLT) and cognitive flexibility Theory (CFT) in distance learning.

### **2.5 Unit-9 Theory of Multiple Intelligence**

- 2.5.1 Define intelligence
- 2.5.2 Explain the meaning of multiple intelligences
- 2.5.3 Narrate the goal of multiple intelligences
- 2.5.4 Describe various components of Gardner's Theory of Multiple Intelligences
- 2.5.5 Explain the implications of Multiple Intelligences Theory for Instructional Design.

### **2.6 Unit-10 The 4C/ID (The Four Component/ Instructional Design) Model**

- 2.6.1 Define complex learning
- 2.6.2 List the four components of the 4C/ID model
- 2.6.3 Describe the philosophical and theoretical bases of the 4C/ID model
- 2.6.4 Identify the notation of the various components in the 4C/ID blueprint
- 2.6.5 Describe the ten steps of the 4C/ID model;
- 2.6.6 Discuss the educational implications of the 4C/ID model.

## **3 BLOCK - 3 INSTRUCTIONAL DESIGN PROCESSES**

### **3.1 Unit-11 The ADDIE Approach (Analyze, Design, Develop, Implement and Evaluate)**

- 3.1.1 Define Instructional Design
- 3.1.2 Narrate common tasks adopted in ADDIE
- 3.1.3 Differentiate among other instructional designs and ADDIE
- 3.1.4 Describe the steps followed at each phase of ADDIE with examples.
- 3.1.5 Design instruction for a given topic/theme using ADDIE approach

### **3.2 Unit-12 Learners' Characteristics and Learning Styles**

- 3.2.1 Analyze learner profile on the basis of common learner characteristics
- 3.2.2 Derive learner needs so as to plan learning experiences for the
- 3.2.3 Analyze learners on the bases of various learning styles defined by different experts;
- 3.2.4 Suggest different instructional strategies so as to cater to different learning styles.

### **3.3 Unit-13 Designing Learning**

- 3.3.1 State learning objectives
- 3.3.2 Define learning objectives
- 3.3.3 Differentiate between aim and objective
- 3.3.4 Explain instructional methods
- 3.3.5 Compare summative and formative evaluation.

### **3.4 Unit-14 Development of Learning Resources**

- 3.4.1 Identify the angel of learning/instructional aids that can be used to design learning resources. Explain the value of using learning resources to motivate students and facilitate learning.
- 3.4.2 Identify procedures for the development and production of learning/instructional materials. Develop a plan for the design, production and evaluation of resource materials.

### **3.5 Unit-15 Evaluation of Learning**

- 3.5.1 Reflect on the purpose and objectives of assessment of learning
- 3.5.2 Discuss various types of assessment and measures
- 3.5.3 Differentiate between criterion referenced and norm referenced assessment techniques;
- 3.5.4 Describe various levels of Kirkpatrick's model of evaluation and their advantages and limitations.

## **4 BLOCK - 4 INSTRUCTIONAL DESIGN IN PRACTICE**

### **4.1 Unit-16 Instructional Design in Classroom**

- 4.1.1 Explain the concept of classroom environment
- 4.1.2 Differentiate among the three levels of instructional design
- 4.1.3 List the steps of analysis of a syllabus
- 4.1.4 Prepare a unit design of a unit of a subject of specialization from college level
- 4.1.5 Define a lesson plan
- 4.1.6 Explain the meaning of content analysis with an example
- 4.1.7 Formulate instructional objectives on a topic
- 4.1.8 Discuss the factors deciding selection of methods and media
- 4.1.9 Describe the integration of methods and media
- 4.1.10 Discuss evaluation strategies;
- 4.1.11 Describe the implementation of a lesson plan.

### **4.2 Unit-17 Instructional Design in Training**

- 4.2.1 Identify the five major phases in instructional design for training
- 4.2.2 Describe the five phases of instructional design for training
- 4.2.3 Explain the steps in rapid prototyping instructional design.

### **4.3 Unit-18 Instructional Design in Distance Education**

- 2.3.1 Discuss the process of curriculum design in distance education
- 2.3.2 Explain the terms related to systems approach
- 2.3.3 Describe the process of designing audio-video materials
- 2.3.4 Explain the process of designing academic counseling sessions
- 2.3.5 Discuss the assessment strategies in distance education.

### **4.4Unit-19 Instructional Design in Multimedia**

- 4.4.1 Describe the characteristics and importance of interactive multimedia (IMM);
- 4.4.2 Compare various modes of IMM in order to select the most appropriate mode(s) while developing IMM;
- 4.4.3 Analyze the steps in the development of IMM.

### **4.5 Unit-20 Instructional Design in e-Learning**

- 4.5.1 Explain the concept of e-Learning
- 4.5.2 Discuss different types of e-Learning
- 4.5.3 Describe the steps and process pertaining to ID and e-Learning
- 4.5.4 Explain how the learning objects are designed and developed

## **5 BLOCK - 5 MEANING AND PURPOSES OF PORTFOLIOS**

### **5.1 Units-21 Portfolios: A Review**

### **5.2 Units-22 Designs and Development of Portfolios**

## **MDE-413**

# **LEARNER SUPPORT SYSTEMS AND SERVICES**

Learner support services are the most important components of the ODL system. It is important not because of its relation to the Distance Education theories, but it is a key for learners' success and their relation and persistence in ODL system. It is a fact that in distance education, there are the geographical separations of teacher and learner. In addition to it, socio-psychological factors affect the learners for their learning and completing the courses. The socio-psychological factors include language, culture, motivation, inadequate skills or preparation, anxiety, time and work or family constraints. Distance learners, therefore need various support services that would help them to be a successful learner. Learner support services not only bridge socio-psychological distances, but also fosters learners for their personal development and the accomplishment of learning goals. In the light of the separation of the learner from the teacher, the techniques and mechanisms to provide support assume a significant dimension in the teaching-learning transactions through the distance mode.

After completing this course, the learner should be able to:

- Describe the basic principles and methods of learner support,
- Explain the importance of support services in the ODL system,
- Discuss learner support services as a sub-system of any ODL institution,
- Develop some basic skills like study skills, cognitive skills, problem solving skills, Reading and writing skills for promoting self directed learning,
- Organize academic counseling and other support services,
- Assess and report the performance and progress of distance learners.

This course has five blocks:

**Block 1:** Learner Support: An Introduction

**Block 2:** Learner Support: Development of Skills

**Block 3:** Counseling and Tutoring Services

**Block 4:** Assessment of Learner Performance

**Block 5:** Management of Learner Support

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1 Block 1 : Learner Support: An Introduction**

### **1.1 Unit 1 : Learner Support: A Systems Approach**

- 1.1.1 Analyze different components of ODL with special reference to LSS;
- 1.1.2 Explain the significance of LSS;
- 1.1.3 Identify interrelationship between learners, course material,
- 1.1.4 Media and technology, delivery and evaluation with LSS;
- 1.1.5 Explain theoretical background of LSS;
- 1.1.6 Recognize the factors responsible for nature and functioning of LSS.

### **1.2 Unit 2 : Learner Support: Some Basic Issues**

- 1.2.1 Explain the need for support services in the ODL system
- 1.2.2 List various stages of support services
- 1.2.3 Discuss various considerations for learner support services
- 1.2.4 Analyze socio-academic issues for support services
- 1.2.5 Justify the need of support services for the disabled learners.

### **1.3 Unit 3 : Support Services: Institutional Arrangements and Models**

- 1.3.1 Enumerate and describe the three generations of Distance Education;
- 1.3.2 Trace the evolution of Learner Support through these three generations;
- 1.3.3 Identify the various models of Learner Support;
- 1.3.4 Outline the support provided by Directorates of Distance Education, Open Universities, and Online Universities;
- 1.3.5 Describe the role of Headquarters, Regional Centers, Study Centers and Web based support.

### **1.4 Unit 4 : Developing a Self-directed Learner**

- 1.4.1 Examine the nature of open learning;
- 1.4.2 Explain the characteristics of the distance learners;
- 1.4.3 Elucidate the meaning of self directed learning;
- 1.4.4 Describe various components of self directed learning;
- 1.4.5 Discuss the role of support services in promoting the self directed learning;
- 1.4.6 Analyze the importance of technology in promoting Self Directed Learning.

## **2 Block 2 : Learner Support: Development of Skills**

### **2.1 Unit 1 : Cognitive Skills**

- 2.1.1 Discuss the components of cognitive skills;
- 2.1.2 Explain 'cognition' in teaching learning contexts;
- 2.1.3 Illustrate types of memory;
- 2.1.4 Elucidate the significance of cognitive skills in the open and distance learning;
- 2.1.5 Analyze the revised Bloom's taxonomy on cognitive learning;
- 2.1.6 Differentiate Mind Mapping from Concept Mapping.

### **2.2 Unit 2 : Study Skills**

- 2.2.1 Define 'Study Skills';
- 2.2.2 Understand the importance of study skills in learning;
- 2.2.3 Adopt the best method suited to your learning style;
- 2.2.4 Enhance your ability to learn more and become an effective learner;
- 2.2.5 Incorporate the study skills for your distance learning;
- 2.2.6 Be a good communicator;
- 2.2.7 Manage your study time.

### **2.3 Unit 3 : Reading and Writing Skills**

- 2.3.1 Define 'reading';
- 2.3.2 Describe reading process;
- 2.3.3 Identify the stages in reading;
- 2.3.4 List important reading comprehension skills;
- 2.3.5 Teach SQ3R technique to your learners and adopt it effectively for your study purposes;
- 2.3.6 Describe writing process;
- 2.3.7 Be familiar with different forms of writing;
- 2.3.8 Distinguish the salient features of each of these types of writing skills.

### **2.4 Unit 4 : Problem Solving Skills**

- 2.4.1 Describe how a problem is to be approached;
- 2.4.2 Describe how you can develop skills for problem solving;
- 2.4.3 Discuss how you can help learners in managing stress;
- 2.4.4 Elucidate how you can assist learners in managing time;
- 2.4.5 Explicate steps for building confidence in learners.

## **3 Block 3 : Counseling and Tutoring Services**

### **3.1 Unit 1 : Counseling**

- 3.1.1 Discuss counseling as Learner Support Services;
- 3.1.2 Explain the need/importance of counseling;
- 3.1.3 Discuss when counseling is required;
- 3.1.4 Describe the various forms of counseling;
- 3.1.5 List and describe the qualities and skills of a counselor and give examples of their use;
- 3.1.6 Categorize counseling in distance education along two different lines — development/problem-solving and academic/nonacademic.

### **3.2 Unit 2 : Tutoring**

- 3.2.1 Discuss the concept of tutoring;
- 3.2.2 Describe the role of a tutor;
- 3.2.3 Differentiate between tutoring and counseling;
- 3.2.4 Explain the role of support staff in tutoring & counseling;
- 3.2.5 Discuss the importance of tutoring services.

### **3.3 Unit 3 : Media and Technology in Counseling and Tutoring**

- 3.3.1 Identify the technologies used in counseling and tutoring services;
- 3.3.2 Explain the significance of print medium in counseling services;
- 3.3.3 Elucidate the use of broadcasting in tutoring services;
- 3.3.4 Discuss the use of telephone instrument in counseling services;
- 3.3.5 Analyze the web supports for counseling and tutoring services.

### **3.4 Unit 4 : Organizing Counseling and Tutoring Services**

- 3.4.1 Discuss various issues connected to planning the counseling and tutoring services;
- 3.4.2 Identify the factors for selecting the academic counselors;
- 3.4.3 Describe the process of organizing orientation programme for the counselors;
- 3.4.4 Define various factors connected to scheduling the counseling and tutoring sessions;
- 3.4.5 List the items of budgeting and infrastructure arrangements for counseling session;
- 3.4.6 Explain the measures to be undertaken while implementing actual organization of various counseling sessions viz. need based counseling, one-to-one counseling, face-to-face counseling, group counseling, and on-line counseling.

## **4 Block 4 : Assessment of Learner Performance**

### **4.1 Unit 1 : Learners' Assessment in Distance Education**

- 4.1.1 Describe the components of assessment in distance education;
- 4.1.2 Distinguish between grading and marking;
- 4.1.3 Explain the importance of marking schemes;
- 4.1.4 Develop a suitable marking scheme;
- 4.1.5 Identify factors affecting the notion of 'perfect grading';
- 4.1.6 Discuss reliability and validity of assessment mechanisms.

### **4.2 Unit 2 : Tutor Comments**

- 4.2.1 Analyze the significance of tutor comments;
- 4.2.2 Discuss various types of tutor comments;
- 4.2.3 Identify a distance tutor;
- 4.2.4 Explain different levels of 'communication'

### **4.3 Unit 3 : Tutoring Through Correspondence**

- 4.3.1 Inform you about some fallacies which continue to stand in the way of the successful functioning of distance education programmes;
- 4.3.2 Identify the significant biases which stand in the way of successful two-way communication between distance learners and distance teachers,
- 4.3.3 Suggest means for overcoming these fallacies and biases. After having studied and worked through the unit, we expect you to:
- 4.3.4 Identify the sources/causes of the fallacies mentioned above;
- 4.3.5 Identify and explain the biases we have talked about;
- 4.3.6 Eradicate these drawbacks (fallacies and biases) to render the much needed pedagogically purposeful two-way communication.

### **4.4 Unit 4 : Supplemental Interaction**

- 4.4.1 Analyze the inadequacies of an untrained distance teacher;
- 4.4.2 List the reasons for supplemental communication in distance education;
- 4.4.3 Identify the 'prerequisites' which a distance teacher needs to teach effectively;
- 4.4.4 Identify the ways in which supplemental communication contributes to effective two way communication in distance education.

## **5 Block 5 : Management of Learner Support**

### **5.1 Unit 1 : Learners' Expectations in Distance Education**

- 5.1.1 Identify the characteristics of a distance learner;
- 5.1.2 Describe the concept of learner expectations;
- 5.1.3 Explain major domains of learner expectations;
- 5.1.4 Describe the concept of learner satisfaction;
- 5.1.5 Discuss the importance of learner expectations and satisfaction in the field of learning.

### **5.2 Unit 2 : Management of Support Services**

- 5.2.1 Explain the concept of learner support in ODL;
- 5.2.2 Categorize learner support into different types and describe its components;
- 5.2.3 Discuss the need for developing a cost effective learner support system;
- 5.2.4 Identify the different types of records and data that need to be managed for effective learner support;
- 5.2.5 Describe suitable and appropriate e-learner management systems;
- 5.2.6 Explain the need for a quality assurance system;
- 5.2.7 Develop a framework for quality assurance in an ODL system;

- 5.2.8 Prepare a list of quality indicators for effective and efficient learner support;
- 5.2.9 Develop learner charters based on expectations of learners in the ODL system.

### **5.3 Unit 3 : Monitoring Learners' Progress**

- 5.3.1 Identify the factors that contribute to student withdrawal and lead to attrition;
- 5.3.2 List the factors that influence achievement and course completion;
- 5.3.3 Explain some well known attrition models;
- 5.3.4 Describe the types of attrition;
- 5.3.5 Discuss the methods for reducing attrition.

### **5.4 Unit 4 : Library and Information Services to Distance Learners**

- 5.4.1 Discuss the library and information needs of distance learners;
- 5.4.2 Use library resources for learning;
- 5.4.3 Search library databases and/or catalogues;
- 5.4.4 Use the Internet and World Wide Web (WWW);
- 5.4.5 Search useful information on the net;
- 5.4.6 Assess the quality of information available through online search;
- 5.4.7 Avoid plagiarism;
- 5.4.8 Acknowledge sources using proper reference techniques;
- 5.4.9 Identify different library services for distance learners;
- 5.4.10 Apply the guidelines for library services for distance learners.

# **MDE-414**

## **MANAGEMENT OF DISTANCE EDUCATION**

Education management is a relatively new discipline, and the function and process associated with education are quite different from those normally associated with any other enterprise. Therefore, a broad familiarity of the organization of the education system, its structures and functions as well as its processes, is very essential to have a better understanding of the tasks associated with the organization and management of distance education. With these objectives in view, we have designed the course on Management of Distance Education. This course gives an overview of Management functions and processes. The introduction to the principles and practices of management is designed to provide you with a broad familiarity with the art and science of management, which as a discipline relies heavily on business studies. It describes in detail the Management of Higher Education. The course deals with the Planning and Management in Distance Education at two different levels: theories and practices in Planning and Management on the basis of the literature on distance education, and from the Indian context.

After completing this course, the learner should be able to:

- Describe an overview of management functions and processes with view to understand the organization and structure of the education systems;
- Discuss status and issues related to higher education with focus on India and other third world countries;
- Explain the origin, history and evolution of distance education with focus on India;
- Examine the planning and management issues related to ODL system;
- Review the distance education practices with the help of a few institutional cases; and
- Describe the theoretical issues involved in management of change in general and distance education in particular.

This course has five blocks:

**Block 1:** Educational Systems Management

**Block 2:** Management of Higher Education

**Block 3:** Planning and Management of Distance Education

**Block 4:** Planning and Management of ODL Institutions — Case Studies

**Block 5:** Management of Change

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1. Block 1: Educational Systems Management**

### **1.1 Unit 1 : Management Functions and Processes: An Overview**

- 1.1.1 Describe the concepts of organizational systems and their components;
- 1.1.2 Identify the major functions that the management of organizations involves;
- 1.1.3 Analyze the processes associated with the performance of major management functions;
- 1.1.4 Explain the roles and responsibilities of managers in any organization.

### **1.2 Unit 2 : Management of Educational Systems**

- 1.2.1 Identify the significant features of the education system and its organization;
- 1.2.2 Analyze the various components that constitute the system of education in a country;
- 1.2.3 Discuss the relationships among Governments, their agencies and the institutions;
- 1.2.4 Explain the structure of education and the relationship among the various elements in that structure;
- 1.2.5 Analyze and identify the specific issues that are relevant to the management of education.

### **1.3 Unit 3 : Managing Educational Institutions**

- 1.3.1 Analyze and identify the critical areas of management of an educational institution;
- 1.3.2 Explain the inter-relationship between and among various areas of management of an institution;
- 1.3.3 Identify the challenges in the management of institutions;
- 1.3.4 Explore the ways of meeting those challenges

### **1.4 Unit 4 : Management Processes in Education**

- 1.4.1 Identify and explain the philosophical foundations on which educational processes are based;
- 1.4.2 Compare the educational processes with the processes of other organizations and identify the distinguishing features;
- 1.4.3 Analyze from your own experience and background the strengths and weaknesses of the processes you have gone through and identify the changes, if any, required to be made.

## **2 Block 2: Management of Higher Education**

### **2.1 Unit 1: Higher Education in India: Retrospect and Prospect**

- 2.1.1 Describe the origins of modern university education in India and its development till independence; analyze the developments of higher education after independence
- 2.1.2 Explain the Role of the National Government in Policy Formulation and Implementation;
- 2.1.3 Identify the achievements and failures with respect to access, equity and quality in higher education.

### **2.2 Unit 2: Higher Education in the Developing Countries: An Overview**

- 2.2.1 Describe the status of higher education in general, and in particular, in the developed world as also the Third World countries;
- 2.2.2 Explain the major commonalities and variations in higher education systems among various Third World countries;
- 2.2.3 Examine the financial management in the institutions of higher education;
- 2.2.4 Analyze curricular and language issues in these institutions.

### **2.3 Unit 3: Higher Education in the Globalized World**

- 2.3.1 Discuss the role played by the global economy in transforming education;
- 2.3.2 Explain the role of higher education in the globalised world;
- 2.3.3 Analyze the pressure on higher education systems in the developing countries in terms of contents and processes;
- 2.3.4 Assess the impact of ICTs on the transformation of educational processes.

### **2.4 Unit 4: Management of Higher Education: Systemic Level**

- 2.4.1 Identify the roles played by governments at the central and state levels in the promotion and development of higher education;
- 2.4.2 Analyze the functions and responsibilities of different agencies at the national and state levels as well as their inter-relationships;
- 2.4.3 Examine the problems and conflicts that a multiplicity of agencies might cause in the functioning of the institutions of higher education;
- 2.4.4. Discuss the nature and functions of funding mechanisms appropriate to different environments.

### **5 Units 5: Management of Higher Education: Institutional Level**

- 5.1.1 Describe the broad organizational framework within which Indian universities are structured;
- 5.1.2 Identify types of universities according to their functions;
- 5.1.3 Analyze the roles and functions of various decision-making bodies and functionaries in universities;
- 5.1.4 Explain various issues related to planning and management of universities and colleges in India.

## **3 Block 3: Planning and Management of Distance Education**

### **3.1 Unit 1: Understanding Distance Education Systems**

- 3.1.1 Discuss as a potential distance education professional, the fundamental distinctions between different concepts and practices in open learning and distance education that have featured in its phenomenal growth in recent decades;
- 3.1.2 Analyze the basic concepts and their theoretical and practical underpinnings that will help you in planning and managing distance education systems;
- 3.1.3 Examine the specific objectives and purposes that distance education systems serve in different environments and contexts and relate their design and development to those environments and contexts;
- 3.1.4 Explain yourself with some significant lessons distilled from the experience of the last four decades of growth of open learning and distance education systems across the world;
- 3.1.5 Appreciate the broad perspective in which open universities has emerged as a viable option to address the issue of access to education in the closing decades of the twentieth century.

### **3.2 Unit 2: Distance Education Methods and Practices**

- 3.2.1 Describe the different methods and practices that distance education systems employ to achieve different objectives and purposes;
- 3.2.2 Acquaint yourself with various technological means that have been deployed in running successful distance education systems;
- 3.2.3 Appreciate the factors that influence and shape the organizational structures of distance education systems;
- 3.2.4 Analyze the basic features around which a purposeful distance education system should be designed, organized and developed;

- 3.2.5 Critically assess the factors that would ensure the success and sustainability of distance education provision in specific environments and design the organizational systems to suit those environments.

### **3.3 Unit 3: Organizational Structure of Higher Distance Education Institutions**

- 3.3.1 Analyze and identify the critical factors that influence the organizational designs of distance education institutions in different environments;
- 3.3.2 Design and develop appropriate organizational structures for distance education systems, both existing as well as new, that can deliver specific objectives and purposes;
- 3.3.3 Relate the design of the organization to the existing as well as emerging environment in which the organization has to function;
- 3.3.4 Build innovative models of organization that can effectively deliver distance education programmes keeping the environmental and resource-related constraints in view.

### **3.4 Unit 4: Management of Distance Education Systems**

- 3.4.1 Identify the major issues and concerns involved in the management of distance education systems; discuss the roles and functions of the management in the selection of programmes as well as their development and delivery;
- 3.4.2 Critically assess the various strategic options available to the management in the selection of media, technology and resource networking;
- 3.4.3 Evaluate the economic aspects of the system in terms of costs, benefits, efficiency and effectiveness.

### **3.5 Unit 5: Issues in Planning and Management of Distance Education Institution**

- 3.5.1 Identify the critical issues to be addressed while planning the establishment of a distance education institution, relative to its environment;
- 3.5.2 Examine the strategic options available to the management, assess their relative merits and demerits, and help make choices;
- 3.5.3 Design the systems, including the structures and processes, for development of programmes and delivery of services;
- 3.5.4 Analyze the nature of the staff development issues and problems of a new distance education institution;
- 3.5.5 Establish systems and procedures for the evaluation of the performance of an institution.

## **4 Block 4: Planning and Management of ODL Institutions Case Studies**

### **4.1 Unit 1: Management of a Mega Open University: A Case of IGNOU**

### **4.2 Unit 2: Promotion and Coordination of Distance Education in the Country**

### **4.3 Unit 3: Management of a National Open University: A Case of NOUN**

### **4.4 Unit 4: UNISA: A Case Study**

### **4.5 Unit 5: Management of a Provincial Open University: A Case of BRAOU**

### **4.6 Unit 6: Management of a Dual Mode Institution: A Case of IDOL**

## **5 Block 5: Management of Change**

### **5.1 Unit 1: Strategies for Management of Change**

### **5.2 Unit 2: Factors Affecting and Facilitating Change**

### **5.3 Unit 3: Quality Management in Open and Distance Learning Institutions**

### **5.4 Unit 4: Organizational Mechanisms for Self-Renewal**

# **MDE-418**

## **EDUCATIONAL COMMUNICATION TECHNOLOGIES**

The design and use of non-print media constitutes a significant part of the instructional design in the context of distance education. The course examines the process of educational communication technologies in context. This course explores the specific nature and utility of various media in the educational context such as, the audio and video components, the computer and the satellite technologies. It also touches upon the operational aspects of media production and contains theoretical issues pertaining to media selection and integration. It describes the use of educational communication technologies to create digital content and deliver these through new information technologies. It also discusses and explains the general trends in the development and use of educational communication technologies at national and international level. Lastly, it has described how to develop a short but interesting portfolio that will give you instruction on how to practice the skill component, and record the outcomes.

After completing this course, the learner should be able to:

- Critically examine the process of educational communication to plan, design and use appropriate communication technologies in context;
- Identify the range of educational communication technologies, and their relative strengths and weaknesses;
- Use educational communication technologies confidently to create digital content and deliver these through new information technologies;
- Discuss and explain the general trends in the developments and use of educational communication technologies at national and international level; and
- Create engaging, collaborative, reflective and authentic learning environments for delivery of education and training.

This course has five blocks:

**Block 1:** Communication Technology: Basics

**Block 2:** Technology Primer

**Block 3:** Content Creation Tools

**Block 4:** Interactive Delivery Methods

**Block 5:** Learning Portfolio

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1 Block 1: Communication Technology: Basics**

### **1.1 Unit 1: Introduction to Communication Technology**

- 1.1.1 Define the concept of communication;
- 1.1.2 Explain the functions and process of communication; describe the barriers in the way of effective communication;
- 1.1.3 Describe the different kinds of communication with examples of each;
- 1.1.4 Enumerate educational communication as a system;
- 1.1.5 Explain how communication takes place in distance education system;
- 1.1.6 Classify media according to different authors;
- 1.1.7 List the attributes of various educational media;
- 1.1.8 Compare the print and non-print media in terms of their merits and limitations;
- 1.1.9 Explain the use of ICT for people with disabilities.

### **1.2 Unit 2: Communication Networks**

- 1.2.1 Explain the concept of network;
- 1.2.2 Discuss the developments of communication technology and networks;
- 1.2.3 Describe the factors affecting growth of communication networks;
- 1.2.4 Enumerate the technical operation of different types of networking technologies;
- 1.2.5 Discuss the use of communication networks for teaching-learning.

### **1.3 Unit 3: Pedagogical Designs for Communication Technology**

- 1.3.1 Define design and pedagogy;
- 1.3.2 Describe pedagogical design as a creative process;
- 1.3.3 List various pedagogical designs available for teaching through communication technology;
- 1.3.4 Discuss advantages and disadvantages of various pedagogical designs in an ICT-enabled environment.

### **1.4 Unit 4: Managing Technological Change**

- 1.4.1 Discuss the process of 'change' and the concept of 'diffusion of innovation';
- 1.4.2 Analyze the factors affecting management of technological change;
- 1.4.3 Critically examine cost and technology issues;
- 1.4.4 Discuss management of intellectual property and copyrights within a technology-enabled learning environment.

### **1.5 Unit 5: Student Assessment in Technology Enhanced Learning and Evaluation of Technology**

- 1.5.1 Differentiate assessment and evaluation in the context of technology;
- 1.5.2 Analyze the research literature on media and learning;
- 1.5.3 Develop and implement strategy for evaluation of technology use in education;
- 1.5.4 Describe different ways of student assessment in ICT-enabled environment;
- 1.5.5 Discuss strengths and weaknesses of student assessment in technology enabled environment.

## **2 Block 2: Technology Primer**

### **2.1 Unit 6: Radio and Audio**

- 2.1.1 Describe the strengths and limitations of radio and audio media in education;
- 2.1.2 Use radio, audio, podcasting, satellite and internet radio etc. in distance education;
- 2.1.3 Analyze the development of community and low-cost radio FM stations for distance education;
- 2.1.4 Discuss educational audio programme production;
- 2.1.5 Apply radio/audio in the teaching-learning process.

### **2.2 Unit 7: Television and Video**

- 2.2.1 Describe the historical development of educational television;
- 2.2.2 Describe the advantages and disadvantages of television broadcast and video cassettes in education;
- 2.2.3 Discuss different applications of television and video media in distance education;
- 2.2.4 Examine the use of webcasting and other tools in the open and distance learning system.

### **2.3 Unit 8: Satellite-based Education**

- 2.3.1 Compare satellite and terrestrial communication;
- 2.3.2 Describe the strengths of satellite communication;
- 2.3.3 State some national and international experiments in the use of satellites in education;
- 2.3.4 Describe the use of teleconference in distance education;
- 2.3.5 Outline the technological set up for teleconference;
- 2.3.6 Identify three different types of teleconference;
- 2.3.7 Design the teleconference sessions.

### **2.4 Unit 9 : E-Learning**

- 2.4.1 Define e-learning, and list the attributes of e-learning;
- 2.4.2 Describe the different forms of e-learning;
- 2.4.3 Explain media a technology used in e-learning;
- 2.4.4 Identify steps for implementation of e-learning;
- 2.4.5 Give examples of use of e-learning in various educational and training settings.

### **2.5 Unit 10 : M-Learning**

- 2.5.1 Define m-learning;
- 2.5.2 Describe different types of technology used in m-learning;
- 2.5.3 Discuss issues related to design and delivery of m-learning;
- 2.5.4 Enumerate advantages and disadvantages of m-learning;
- 2.5.5 2.5.5 Give examples of use of m-learning in various educational and training settings.

## **3 Block 3 : Content Creation Tools**

### **3.1 Unit 11 : Communicating with Graphics**

- 3.1.1 Identify different types of graphics and graphic formats;
- 3.1.2 Describe the principles of graphic design;
- 3.1.3 Use graphic design tools to communicate concepts and ideas;
- 3.1.4 Use concept mapping tools.

### **3.2 Unit 12: Digital Audio**

- 3.2.1 Identify different types of digital audio formats;
- 3.2.2 Describe the advantages of digital audio;
- 3.2.3 Record and create digital audio in different conditions for use in educational contexts.

### **3.3 Unit 13: Digital Video**

- 3.3.1 Identify different types of digital video formats;
- 3.3.2 Describe the advantages of digital video;
- 3.3.3 Record and create digital video for use in different conditions;
- 3.3.4 Design a video for an educational communication

### **3.4 Unit 14 : Interactive Multimedia**

- 3.4.1 Define interactive multimedia (IMM);
- 3.4.2 Describe the advantages of multimedia;
- 3.4.3 Explain the principles of designing educational multimedia;
- 3.4.4 Evaluate interactive multimedia resources for learning

### **3.5 Unit 15 : Creating Materials for the Web**

- 3.5.1 Plan for and design a website;
- 3.5.2 Identify tools for creation of web-pages;
- 3.5.3 Write basic HTML tags;
- 3.5.4 Create web-pages using HTML editors;
- 3.5.5 Integrate media and scripts into web-pages;
- 3.5.6 Use simple and free CMS tools to create a website

## **4 Block 4 : Interactive Delivery Methods**

### **4.1 Unit 16 : Email, Mailing Lists, Discussion Groups, RSS Feed**

- 3.1.1 After working through this unit, you are expected to be able to:
- 3.1.2 Identify content delivery tools on the web;
- 3.1.3 Describe advantages and limitations of different methods and tools;
- 3.1.4 Discuss models of teaching and learning using these tools;
- 3.1.5 Use these tools for teaching and learning

### **3.2 Unit 17 : Web 2.0**

- 3.2.1 Identify the Web 2.0 tools like blogs, wikis, and social networking;
- 3.2.2 List the strengths and limitations of the various Web 2.0 tools;
- 3.2.3 Use Web 2.0 tools for teaching and learning.

### **3.3 Unit 18 : Virtual Classroom and Virtual Reality**

- 3.3.1 Describe the use of virtual reality in education;
- 3.3.2 Identify and use simulation in education;
- 3.3.3 Use different types of web conferencing tools for teaching;
- 3.3.4 Explain the use of immersive learning technologies;
- 3.3.5 Describe the use of Virtual Worlds in education;
- 3.3.6 Discuss the advantages of digital games.

### **3.4 Unit 19 : Reusable Learning Objects**

- 3.4.1 What are learning objects and reusable learning objects?
- 3.4.2 What are the characteristics of reusable learning object which makes it distinct from other learning content?
- 3.4.3 How to catalogue and make the RLO accessible to the users?
- 3.4.4 What is the structure of learning objects and how to develop one?
- 3.4.5 What are the benefits of learning object and are there any demerits?
- 3.4.6 What are the delivery options?
- 3.4.7 What are the standards of learning objects and who makes them?

### **3.5 Unit 20 : Learning Management Systems**

- 3.5.1 Distinguish between Learning Management System (LMS) and Learning Content Management System (LCMS);
- 3.5.2 List the characteristics of a typical LMS;
- 3.5.3 Select an appropriate LMS for a given teaching learning situation;
- 3.5.4 Describe the advantages and disadvantages of using LMS;
- 3.5.5 Discuss the total cost of ownership of a LMS.

### **4. Block 5 : Learning Portfolio**

- 4.1 Critically examine the process of educational communication to plan, design and use appropriate communication technologies in context;**
- 4.2 Identify the range of educational communication technologies, and their relative strengths and weaknesses;**
- 4.3 Use educational communication technologies confidently to create digital content and deliver these through new information technologies;**
- 4.4 Discuss and explain the general trends in the developments and use of educational communication technologies at national and international level;**
- 4.5 Create engaging, collaborative, reflective and authentic learning environments for delivery of education and training.**

**MADE**  
**Second Year**

## **MDE-415**

### **RESEARCH FOR DISTANCE EDUCATION**

The course presents the basics of research in education and distance education in particular. It deals with the purpose, nature and scope of educational research, presents a review of research in distance education conducted in India and abroad. The course deals with research methods for Social Sciences in general and distance education in particular. It covers various methods like philosophical research, historical research, naturalistic inquiry, case study, descriptive research, experimental research, action research, and so on. It deals with the concept of population, sample and various sampling methods used in research. It describes the characteristics of a good research tool and examines various types of tools for collecting data. It examines various issues related to data analysis and preparation of reports, and discusses the steps involved in preparing a research report.

After completing this course, the learner should be able:

- To explain the purpose and nature of educational research with special reference to research and distance education.
- To explain the difference research methods.
- To describe the different tools of research.
- To analyze and interpret different types of data.
- To explain the different methods and statistical packages used for data processing.

This course has five blocks:

**Block 1:** Introduction to Research in Distance Education

**Block 2:** Research Methods for Distance Education

**Block 3:** Tools for Research

**Block 4:** Data Analysis

**Block 5:** Computer Applications in Research in Distance Education

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1 Block 1 Introduction to Research in Distance Education**

### **1.1 Unit 1 Introduction to Educational Research: Purpose, Nature and Scope**

- 1.1.1 Explain the purpose and importance of scientific research,
- 1.1.2 Describe the nature of educational research,
- 1.1.3 Identify the areas in which distance education research is being increasingly undertaken.

### **1.2 Unit 2 Research Paradigms in Distance Education**

- 1.2.1 Describe the concept of 'paradigm',
- 1.2.2 Distinguish between the three paradigms of research,
- 1.2.3 Explain the approaches to distance education research,
- 1.2.4 List the different areas of the research in distance education.

### **1.3 Unit 3 Research in Distance Education**

- 1.3.1 Prepare a review of research in distance education
- 1.3.2 Analyze the Indian and international trends of distance education research in a few selected areas of research,
- 1.3.3 List the findings of studies conducted in different areas of distance education ,
- 1.3.4 Identify the gaps and overlaps of research conducted
- 1.3.5 Appreciate the concerns for ethics of distance education research,
- 1.3.6 Work out further research priorities in distance education in your own country.

### **1.4 Unit 4 Formulation of Research Problems**

- 1.4.1 Describe the important sources for the selection or identification of research problems,
- 1.4.2 Explain what is meant by the 'definition' of the problem,
- 1.4.3 Describe the criteria which are helpful in the evaluation of a research problem,
- 1.4.4 Explain the meaning of hypothesis, what its importance is, and types of hypotheses.

## **2 Block 2 Research Methods for Distance Education**

### **2.1 Unit 1 Methods of Educational Research**

- 2.1.1 Describe the empirical research process,
- 2.1.2 Explain the meaning of phenomenology and differentiate it from positivism,
- 2.1.3 Explain the phenomenological approaches in social science research,
- 2.1.4 List the functions of critical paradigm,
- 2.1.5 Describe the elements and approaches of critical social research.

### **2.2 Unit 2 Philosophical and Historical Method**

- 2.2.1 Explain the various uses of philosophical method in educational research
- 2.2.2 Describe the main features of historical method and the ways of conducting historical research in education and distance education
- 2.2.3 Differentiate between philosophical method and historical method.

### **2.3 Unit 3 Naturalistic Inquiry and Case Study**

- 2.3.1 Explain the meaning of Naturalistic Inquiry,
- 2.3.2 List the steps in conducting Naturalistic Inquiry,
- 2.3.3 Explain the issues of trustworthiness and objectivity in Naturalistic Inquiry,
- 2.3.4 Describe the characteristics of the Case Study method of research,
- 2.3.5 Explain the various steps in conducting a Case Study.

## **2.4 Unit 4 Descriptive, Experimental and Action Research**

- 2.4.1 Describe the steps involved in descriptive research,
- 2.4.2 Explain the characteristics and also differentiate among a few types of descriptive research such as survey research, documentary analysis, correlational studies and causal-comparative studies,
- 2.4.3 Describe the steps involved in experimental research,
- 2.4.4 Identify and explain a few designs for experimental studies,
- 2.4.5 Choose appropriate research design for experimental research;
- 2.4.6 Describe Action Research and its various stages,
- 2.4.7 Compare Action Research with Applied Research.

## **3 Block 3 Tools for Research**

### **3.1 Unit 1 Methods of Sampling**

- 3.1.1 Define the terms, population and sample,
- 3.1.2 Describe the steps in the sampling process and the various methods of sampling,
- 3.1.3 Define a probability sample and describe the various types of probability sample,
- 3.1.4 Define a non-probability sample and describe the various types of non-probability sample,
- 3.1.5 Describe the characteristics of a good sample,
- 3.1.6 Use computer software for the purpose of selection of sample

### **3.2 Unit 2 Research Tools-I**

- 3.2.1 Describe the characteristics of a good research tool ,
- 3.2.2 Define a questionnaire and describe its various types;
- 3.2.3 Describe the characteristics, uses and limitations of a questionnaire;
- 3.2.4 Define a rating scale and describe its types, uses and limitations;
- 3.2.5 State the types, uses and limitations of attitude scale;
- 3.2.6 Define a test and describe the types, uses and limitations of tests;
- 3.2.7 Choose appropriate techniques and use them efficiently in your research projects.

### **3.3 Unit 3 Interview, Observation and Documents as Tools**

- 3.3.1 Define an interview as a tool for data collection,
- 3.3.2 Describe the various types of interviews,
- 3.3.3 Describe the technique of interviewing,
- 3.3.4 Describe the uses and limitations of interviews,
- 3.3.5 Define the observation technique,
- 3.3.6 Describe the types of observation,
- 3.3.7 Describe the steps involved in the process of observation,
- 3.3.8 Describe the uses and limitations of observation,
- 3.3.9 Define documents,
- 3.3.10 Describe types of documents,
- 3.3.11 Describe the uses of documents,
- 3.3.12 Describe the uses of journals.

### **3.4 Unit 4 Data Collection**

- 3.4.1 Define data and its various types,
- 3.4.2 Describe the methods of collecting data,
- 3.4.3 Suggest precautions which are needed to ensure the quality of data

## **4 Block 4 Data Analysis**

### **4.1 Unit 1 Types of Data**

- 4.1.1. Define quantitative and qualitative data,
- 4.1.2 Prepare various types of graphs and tables for presenting data,
- 4.1.3 Compute measures of central tendency, variance, standard deviation, measures of relative position and measures of relationships,
- 4.1.4 Describe various methods used for analyzing qualitative data.

### **4.2 Unit 2 Statistical Testing of Hypotheses**

- 4.2.1 Classify various statistical tests,
- 4.2.2 Describe the nature of parametric tests along with the assumptions, on which they are based,
- 4.2.3 Work out sampling distribution of means in the context of (i) large samples, and (ii) small samples,
- 4.2.4 Define and illustrate the concept of confidence intervals and levels of significance,
- 4.2.5 Define and illustrate the concept of degrees of freedom,
- 4.2.6 Use Z-test and t-test in testing the significance of the difference between means,
- 4.2.7 Define and illustrate the concept of one-tailed and two-tailed tests of significance,
- 4.2.8 Describe the nature and uses of analysis of variance,
- 4.2.9 Describe the nature of the non-parametric tests along with their assumptions,
- 4.2.10 Use of chi-square test,
- 4.2.11 Describe the use of median test and its application.

### **4.3 Unit 3 Reporting Research**

- 4.3.1 State the reasons for writing a research report;
- 4.3.2 List the three main components of a research report;
- 4.3.3 Describe each component of a research report;
- 4.3.4 Write the final report of any research study conducted by you.

### **4.4 Unit 4 Evaluating Research Reports**

- 4.4.1 List the major items for evaluating a research report,
- 4.4.2 Explain the scientific criteria for evaluating a research report,
- 4.4.3 Critically assess the validity of the mechanism of evaluating research reports,
- 4.4.4 Actually evaluate a research report and submit assessment.

## **5 Block 5 Computer Applications in Research in Distance Education**

### **5.1 Unit 1 Computer for Data Processing**

- 5.1.1 Describe a computer configuration,
- 5.1.2 Describe different types of software,
- 5.1.3 Enumerate major steps in data processing,
- 5.1.4 Explain the methods of using computers in research.

### **5.2 Unit 2 Basics of MS Word 97**

- 5.2.1 Start the WORD software package,
- 5.2.2 Create a document,
- 5.2.3 Move and copy the text within the document,
- 5.2.4 Print a document,
- 5.2.5 Create bullets and numbers,
- 5.2.6 Close and save the documents.

### **5.3 Unit 3 Basics of MS Excel 97**

- 5.3.1 Start Excel from the Desktop
- 5.3.2 Identify different parts of the worksheet
- 5.3.3 Create, open, delete, save a workbook
- 5.3.4 Move within a workbook
- 5.3.5 Specify range of cells
- 5.3.6 Save your work
- 5.3.7 Set up your page
- 5.3.8 Choose fonts and format types of numbers
- 5.3.9 Print your spreadsheet
- 5.3.10 Open more than one window and arrange the windows
- 5.3.11 Split and freeze the windows
- 5.3.12 Arrange the worksheet horizontally or vertically
- 5.3.13 Move and hide the windows
- 5.3.14 Use formulas with functions to form complex equation
- 5.3.15 Draw charts using Chart Wizard
- 5.3.16 Resize and move charts in a worksheet
- 5.3.17 Print charts
- 5.3.18 creates a database in a worksheet and arranges data through sorting
- 5.3.19 Protect the worksheets
- 5.3.20 Remove the protection from worksheets.

### **5.4 Unit 4 Data Management, Analysis and Presentation**

- 5.4.1 Explain the main features of SPSS;
- 5.4.2 Write about as well as use the data management operations and techniques of analysis using SPSS;
- 5.4.3 Acquire skills in the use of SPSS for basic statistical analysis with a special focus on the measures of central tendency, dispersion, correlation and regression;
- 5.4.4 Present the data and the results graphically.

# **MDE-416**

## **CURRICULUM DEVELOPMENT FOR DISTANCE EDUCATION**

This course aims at study of curriculum theory as a base for its practice in education in general and distance education in particular.

After completing this course, the learner should be able to:

- Introducing curriculum as a concept, its foundation, its issues and trends in distance education
- Familiarize the curriculum with its design and development by using an appropriate media and methods
- Evolving appropriate transaction strategy to provide for better learner support services.
- Evolve and appropriate course evaluation strategy and learner evaluation and its tools and techniques.
- Expose global curriculum trends in territory, school, and technical, vocational, non formal continue education with material production models.

This course has five blocks:

**Block 1:** The Field of Curriculum

**Block 2:** Curriculum Development

**Block 3:** Curriculum Transaction

**Block 4:** Curriculum Evaluation

**Block 5:** Curriculum Development Experiences

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1. Block 1 : The Field of Curriculum**

### **1.1. Unit 1 : Curriculum: The Concept**

- 1.1.1 Explain the different interpretations of the concept curriculum;
- 1.1.2 Explain the difficulty in arriving at a definitive meaning of curriculum;
- 1.1.3 Describe the emergence of curriculum as a field of study by tracing its genesis and growth;
- 1.1.4 Examine the possible meanings of 'theory' and why curriculum theory is 'scientific';
- 1.1.5 Explain the theories of curriculum construction and development;
- 1.1.6 Analyze future directions of curriculum theory and movement.

### **1.2 Unit 2 : Foundations of Curriculum**

- 1.2.1 Describe various philosophies and their implications for the field of curriculum;
- 1.2.2 Identify philosophical issues that need to be considered in framing a curriculum;
- 1.2.3 Describe the importance of sociology for the field of curriculum;
- 1.2.4 Explain various social and historical trends/issues that influence curriculum formulation;
- 1.2.5 Describe the importance of psychology—basic behaviours and needs—in the field of curriculum;
- 1.2.6 Identify particular contemporary issues that should be considered while framing a curriculum.

### **1.3 Unit 3 : Curriculum Issues and Trends in Distance Education**

- 1.3.1 Explain some of the important curricular issues with particular reference to distance education;
- 1.3.2 Describe the various ideological under currents that shape the curricular pattern;
- 1.3.3 Outline some important curricular trends in distance education in different societies;
- 1.3.4 Identify crucial factors for developing curricula for non-conventional courses in the third World countries.

## **2 Block 2 : Curriculum Development**

### **2.1 Unit 1: Towards Curriculum Development**

- 2.1.1 State the educational purposes which are relevant for framing a curriculum;
- 2.1.2 Select appropriate learning experiences to suit a given set of educational purposes, with a provided task;
- 2.1.3 Organize learning experiences for effective instruction;
- 2.1.4 Evaluate the effectiveness of learning experiences, in a given situation;
- 2.1.5 Analyze your own educational situation in terms of curriculum- frame, i.e. purpose, Learning experiences, organization and evaluation, and to say where it leads.

### **2.2 Unit 2: Curriculum Planning**

- 2.2.1 Define what curriculum planning is;
- 2.2.2 Discuss the levels of curriculum planning;
- 2.2.3 Identify the issues pertaining to curriculum planning;
- 2.2.4 Explain about various curriculum planning approaches;
- 2.2.5 List the curriculum planning models and distinguish between 'technical' and 'non-technical' models.

### **2.3 Unit 3: Curriculum Designing**

- 2.3.1 Analyze the socio-academic considerations and criteria in purpose-setting in curriculum planning;
- 2.3.2 Identify and illustrate the different levels/ways of defining aims/goals/ objectives;
- 2.3.3 State the criteria for selecting and sequencing the content i.e., subject matter;
- 2.3.4 Identify selection-criteria for curriculum experiences/ environments/settings

### **2.4 Unit 4: Curriculum Implementation and Evaluation**

- 2.4.1 Identify the issues in curriculum implementation and curriculum evaluation;
- 2.4.2 Explain how curriculum implementation is a process of change and how planning influences implementation and vice-versa;
- 2.4.3 Discuss the models of curriculum implementation and curriculum evaluation;
- 2.4.4 Adopt a model, or a combination of models, of curriculum implementation/ evaluation when the situation so warrants

## **3 Block 3 : Curriculum Transactions**

### **3.1 Unit 1: Instructional System**

- 3.1.1 Describe an instructional system;
- 3.1.2 Define instructional systems design (ISD);
- 3.1.3 Explain the concept and characteristics of ISD;
- 3.1.4 Relate the stages in the design of instruction;
- 3.1.5 Describe the characteristics of learners with varying learning abilities;
- 3.1.6 Describe the role of learning materials and some techniques in instructional systems;
- 3.1.7 Design your own instructional system when required.

### **3.2 Unit 2: Instructional Techniques and Materials**

- 3.2.1 Explain teacher-centered, student-centered, and group-learning techniques of instruction;
- 3.2.2 Discuss experiential learning techniques;
- 3.2.3 Use any one or a combination of these techniques for effective teaching learning purposes.

### **3.3 Unit 3: Learner Support Systems**

- 3.3.1 Identify the problems of distance learners;
- 3.3.2 Explain the role of learner support systems in solving the problems of distance learners;
- 3.3.3 Discuss the role of reading skills;
- 3.3.4 Relate the teaching/learning of reading and study skills to distance education;
- 3.3.5 Distinguish between the roles of tutoring and counseling in distance education;
- 3.3.6 Discuss the roles of regional and study centers and other institutional mechanisms that influence curriculum transactions.

### **3.4 Unit 4: Role of Distance Teachers in Distance Education**

- 3.4.1 Recognize the nature, scope and functions of a distance teacher;
- 3.4.2 Discuss the expected broad concerns and traits of a distance teacher;
- 3.4.3 Explain the skills expected from a distance teacher;
- 3.4.4 Discuss orientation of a teacher in a distance education as a model different from the conventional face to face teacher;
- 3.4.5 Recognize guidelines stated by Distance Education Council for a teacher in Open and Distance Education.

## **4 Block 4 : Curriculum Evaluation**

### **4.1 Unit 1: Concept of Curriculum Evaluation**

- 4.1.1 Define curriculum evaluation;
- 4.1.2 Differentiate between measurement, assessment and evaluation;
- 4.1.3 Distinguish between the different types of evaluation;
- 4.1.4 Describe the purposes and functions of evaluation

### **4.2 Unit 2: Techniques and Tools of Evaluation**

- 4.2.1 Define the observation technique, describe the types and the steps to be taken to observe, record and interpret an observation;
- 4.2.2 Define an interview and describe the various types of interview;
- 4.2.3 Explain the uses and limitations of interviews;
- 4.2.4 Define profiles and describe the steps involved in preparing profiles;
- 4.2.5 Define the rating scale and describe the various types of rating scales;
- 4.2.6 Explain the uses and limitations of rating scales;
- 4.2.7 Define projects and describe their types, uses and limitations;
- 4.2.8 Distinguish between the different types of tests and describe their uses and limitations.

### **4.3 Unit 3: Construction of Evaluation Tools**

- 4.3.1 Identify the principles of test construction;
- 4.3.2 Explain the processes involved in test construction;
- 4.3.3 Describe and differentiate item formats;
- 4.3.4 List the quality of a test and identify the different approaches to use a test.

### **4.4 Unit 4: Evaluation of Distance Education Sub-systems**

- 4.4.1 Describe at least three types of student assessment in the context of distance education institution;
- 4.4.2 Explain the evaluation processes involved in instructional materials;
- 4.4.3 Describe the evaluation processes concerned with support services in the distance education system;
- 4.4.4 Identify the tools used for evaluating staff development activities.

## **5 Block 5 : Curriculum Development Experiences**

### **5.1 Unit 1: Tertiary Education**

### **5.2 Unit 2: School Education**

### **5.3 Unit 3: Technical and Vocational Education**

### **5.4 Unit 4: Non-formal and Continuing Education**

### **5.5 Unit 5: Materials Production**

### **5.6 Unit 6: Media and ICT in Teaching Learning: IGNOU Experiences**

## MDE-417

### DISTANCE EDUCATION: ECONOMIC PERSPECTIVE

This course examines some important concepts pertaining to the economic aspects of education and their applicability in distance education in general, and in Distance Education institutions in particular. This course also covers a microscopic examination of the general economy and the economic aspects of both face-to-face and higher distance education in India. The focus of the course has largely been on the costing and funding of distance education in both the developed and the developing nations, and the examination of its economic viability. Besides, at the end, the problems and possibilities of the success and otherwise of distance education in some selected parts of the world, with reference to their economic aspects, have been highlighted.

After completing this course, the learner should be able to:

- Define economics of education, distinguish between consumption and investment in education, and analyze budgeting and costing in education.
- Describe how distance education contributes to human resource development, and analyze funding, pricing and quality in distance education and online learning.
- Analyze various cost types and functions in distance education and online learning.
- Analyze and present comparative study of costs of distance education across important and mega open universities globally.
- Describe various cost studies in distance education and online learning, and develop ability to formulate research studies on distance education and online learning.

This course has five blocks:

**Block 1:** Economics of Education

**Block 2:** Economics of Distance Education

**Block 3:** Costing in Distance Education

**Block 4:** International Perspective

**Block 5:** Readings in Economics of Distance Education

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1 Block 1: Economics of Education**

### **1.1 Unit-1: Conceptual Foundations**

- 1.1.1 Define economics of education as an area of study;
- 1.1.2 State and describe various concepts used in and encompassed by this area of study;
- 1.1.3 List and explain various approaches to the assessment of the relationship between education and economic growth; and
- 1.1.4 Distinguish between education as consumption and education as investment.

### **1.2 Unit -2: Education as Investment**

- 1.2.2 Describe the decision making processes in education;
- 1.2.3 Outline the theory of human capital and its relationship with economic development;
- 1.2.4 Identify and describe the ways and means of promoting the formation of human capital;
- 1.2.5 Explain the external efficiency of investments in education and training, especially its impact on productivity and earnings of educated people;
- 1.2.6 Describe the production function in education;
- 1.2.7 Describe such aspects of education system as wastage which impinge upon internal efficiency of investments in education; and
- 1.2.8 Describe proper utilization of resources for educational purposes

### **1.3 Unit-3 Cost Analysis in Education**

- 1.3.1 Define and describe different terms pertaining to costs which are generally used in economics;
- 1.3.2 Distinguish cost-efficiency and cost-effectiveness;
- 1.3.3 Define cost-benefit analysis, and describe different approaches to this analysis; and
- 1.3.4 Describe the application of cost-benefit analysis to educational projects and list its uses and limitations in decision making.

## **2 Block 2: Economics of Distance Education**

### **2.1 Unit 1: Distance Education and Human Resource Development**

- 2.1.1 Describe distance education as investment;
- 2.1.2 State and describe the indicators which point to the contribution of distance education to the formation of human capital; and
- 2.1.3 Explain how distance education meets the human resource needs of the economy.

### **2.2 Unit -2 Financing in Distance Education**

- 2.2.1 The Indian educational system, in common with that of many developing low income countries, has the following major problems:
- 2.2.2 Explain the relative contribution from various sources for the financing of distance education;
- 2.2.3 Compare the cost-effectiveness of conventional and distance education systems;
- 2.2.4 List and describe the various types and processes of budgeting;
- 2.2.5 Describe the broad methodology of forecasting resource needs of distance education; and
- 2.2.6 Describe the core elements of the financial management system, with particular reference to efficiency, thrust for equity and flexibility.

### **2.3 Unit -3 Cost Functions in Distance Education**

- 2.3.1 State the importance of studying educational costs;
- 2.3.2 Describe the input-output relationship in distance education;
- 2.3.3 Describe and differentiate a few cost types used in distance education; and
- 2.3.4 Describe the concept of 'economies of scale' and explain how it gets affected by different possibilities of media choice.

## **2.4 Unit -4 Cost Structure in Distance Learning Systems: Case Studies**

- 2.4.1 List and describe various factors affecting the costs of distance education a distance teaching institution;
- 2.4.2 Describe and explain the cost functions used at the United Kingdom Open University, U.K.;
- 2.4.3 List and describe the instructional process, cost determinants and average student cost at the Universidad National Abierta, Venezuela; and
- 2.4.4 Describe and explain the student, graduate and credit costs at the University of the Air, Japan.

## **3 Block 3: Costing in Distance Education**

### **3.1 Unit-1 Economic Planning and Education**

- 3.1.1 Explain the concepts such as the capitalist economy, the socialist economy, and the mixed economy (of India);
- 3.1.2 Explain the economic disparities in India with reference to poverty, per capita income, government expenditure and national income;
- 3.1.3 Describe the process of educational planning in India; and
- 3.1.4 State and compare the educational priorities given to various levels and types of education in various Five Year Plans

### **3.2 Unit-2 Economics of Indian Education**

- 3.2.1 Describe the pattern of educational expenditure on school, college and technical education, and the disparity in resource allocation for education;
- 3.2.2 Describe the important measures, i.e., internal sources for mobilizing resources for education;
- 3.2.3 Explain the productivity of investment on education in general, and secondary and higher education in particular;
- 3.2.4 Describe the inter-state and rural-urban disparity in the expansion of education;
- 3.2.5 And state the magnitude of unemployment among the educated and also the employment potential of distance education.

### **3.3 Unit-3 Generation and Utilization of Resources**

- 3.3.1 Describe the nature of human resources needed by education and their generation and mobilization;
- 3.3.2 Describe the nature of the process involved in the generation and mobilization of non-human resources (physical and financial);
- 3.3.3 Describe the problems involved in educational finance in India;
- 3.3.4 Explain the sources and the status of income to and expenditure on education in India;
- 3.3.5 Describe the role of the Central and the State governments in educational finance in India;
- 3.3.6 State and describe the process involved in the transfer of resources from the Centre to the State government; and
- 3.3.7 List and explain the measures involved raising additional resources for education, and reducing government spending on education.

### **3.4 Unit – 4 State Policy and Funding of Distance Education**

- 3.4.1 Describe state policy and funding of higher education internationally;
- 3.4.2 Analyze finding of selected open universities in developed and developing I countries; and
- 3.4.3 Examine the issue of finding distance higher education generally.

## **4 Block 4: International Perspective**

### **4.1 Unit 1 : Cost-Effectiveness of Distance Education in Asia**

- 4.1.1. Describe various cost types, costing approaches, and cost functions adopted in this case study, applicable to any cost study on distance education;
- 4.1.2 Compare and contrast cost of distance education in some selected open universities and dual-mode universities in India.

## **4.2 Unit 2 :Cost of Distance Education in China**

- 4.2.1 Describe the status of distance higher education in the Peoples' Republic of China;
- 4.2.2 Analyze the sources of income and expenditure for distance education in China;
- 4.2.3 Compare the economic status of conventional and distance education in China, and the cost advantage for the latter.

## **4.3 Unit 3: Costing Open and Distance Education in India**

- 4.3.1 Describe various types of cost in distance education, and analyze the cost per course in the case of IGNOU;
- 4.3.2 Analyze the cost per student at IGNOU;
- 4.3.3 Describe to what extent economy of scale is applicable to the national Open University.

## **4.4 Unit 4: Costing in Selective Distance Learning Systems: International Case Studies**

- 4.4.1 List and describe various factors affecting the costs of distance education a distance teaching institution;
- 4.4.2 Describe and explain the cost functions used at the United Kingdom Open University, U.K.;
- 4.4.3 List and describe the instructional process, cost determinants and average student cost at the Universidad Nacional Abierta, Venezuela; and
- 4.4.4 Describe and explain the student, graduate and credit costs at the University of the Air, Japan.

## **Block 5: Readings in Economics of Distance Education**

This is the fifth and final Block of Course MDE-417. It contains articles/research papers relating to the field of 'economics of distance education', and which shall further explain and add to a comprehensive view of what you have read in the preceding four Blocks.

# **MDE-419**

## **STAFF TRAINING AND DEVELOPMENT IN DISTANCE EDUCATION**

Staff development has come to be accepted as an essential part of organizational growth in any field. Distance education institutions and open universities are no exception, as most of the staff that works in the field of distance education have come initially from other fields like conventional system of education, industry, army, administrative and allied services, business houses, and private organizations and so on. Some join without any prior training in their functional areas. In near future many more persons with different professional background will join the field of education as the new situation demands it. This very aspect spells out the need for staff training and development in distance education itself. Human resources need to be generated through training and retraining over a long period of time for effectively handling and promoting the system.

After completing this course, the learner should be able to:

- Explain the philosophy and purpose of staff development for distance education.
- Explain the training techniques for teachers, support staff and non-teaching staff of distance education.
- Demonstrate the different methodologies used for staff development.
- Identify different instructional designs for online learning/training.
- Reflect upon various professional developments, practices in a national and international context.

This course has five blocks:

**Block 1:** Growth and Development

**Block 2:** Staff Development Perspectives

**Block 3:** Implementation Aspects

**Block 4:** Online Training

**Block 5:** Staff Development Experiences

The Block wise unit wise content is presented below. The learner after completing each unit should be able to achieve the following:

## **1 Block 1 : Growth and Development**

### **1.1 Unit 1 : Amorphous Beginning**

- 1.1.1 Explain the course team approach at the Open University, U.K.;
- 1.1.2 Describe the training of educational technologists at the Jordan hill College of Education, U.K.;
- 1.1.3 Describe the special staff-training courses (meant, for developing countries) at the International Extension College and the University of London, U.K.;
- 1.1.4 Describe the common training programme for educators at the University of Surrey , U.K.;
- 1.1.5 Discuss the course in 'Distance Education' given by the Central Institute of English and Foreign Languages, India.

### **1.2 Unit 2 : Curricular Issues**

- 1.2.1 Identify the various reasons for professional training for distance teachers;
- 1.2.2 Classify the various categories of trainees, and the trainers (distance educator/ resource persons) along with their functions;
- 1.2.3 Identify the attributes of a distance teacher/ trainer/ educator, the contents of such training, and the various activities meant to justify a training type/programme to impact such training.

### **1.3 Unit 3 : State of Maturity**

- 1.3.1 Identify the various strategies used to develop staff for distance education;
- 1.3.2 Classify distance education as a discipline in itself;
- 1.3.3 Trace the implications of pre-service training for distance education;
- 1.3.4 Trace, the growth of such institutional facilities over the year

### **1.4 Unit 4 : Towards Professionalism: An Exposition**

- 1.4.1 Identify training needs at different levels and for different trainee types;
- 1.4.2 Differentiate various models of training;
- 1.4.3 Differentiate the notions of 'efficient' and 'effective' training.

## **2 Block 2 : Staff Development Perspectives**

### **2.1 Unit 1 : Training to Develop Self-Learning Print Materials**

- 2.1.1 Plan, design and implement a training programme for course writers;
- 2.1.2 Design individual session plan for the training programme;
- 2.1.3 Improve the materials presented in the unit according to your own situation.

### **2.2 Unit 2 : Training in Student Support Services**

- 2.2.1 Discuss the importance of student support service;
- 2.2.2 Plan and design a workshop for the academic counselors in your own situation.

### **2.3 Unit 3 : Training of Non-Teaching Support Staff**

- 2.3.1 Explain how non-teaching staff make a difference in servicing clients – both internal and external,
- 2.3.2 Explain the need for 'change' through training that will help an organization function better,
- 2.3.3 Discuss the need for and the nuances involved in management information system and say how it contributes to effective functioning of an organization,

- 2.3.4 Conduct a training programme for allied staff (keeping the above three objectives in view), when required.

#### **2.4 Unit 4 : Evaluation of Training**

- 2.4.1 Define evaluation;
- 2.4.2 Discuss the reasons for evaluation;
- 2.4.3 Describe various approaches to evaluation of training programme;
- 2.4.4 Explain the changes effected by a training programme at knowledge, skill and attitudinal levels of the participants;
- 2.4.5 Discuss the benefits of training.

### **3 Block 3 : Implementational Aspects**

#### **3.1 Unit 1 : Training Needs Assessment**

- 3.1.1 Explain the reasons for conducting training needs assessment (TNA) in general;
- 3.1.2 Comment on the various methods used for TNA and their advantages/ disadvantages;
- 3.1.3 Carry out training needs assessment, when required, in your organization or your own functional areas.

#### **3.2 Unit 2 : Methodologies for Staff Development**

- 3.2.1 Explain how one should go about selecting right training methods to suit a particular context;
- 3.2.2 Explain the process of arriving at the correct decision concerning training methods;
- 3.2.3 Criticize and evaluate the methods discussed in the context of your organization/institution.

#### **3.3 Unit 3 : Trainer Training**

- 3.3.1 Identify various trainee-groups who will be your potential clients at a later stage,
- 3.3.2 Formulate (on the basis of your trainee-profile and needs) statements of objectives to satisfy the needs identified,
- 3.3.3 Describe/prescribe relevant materials (content-inputs) and strategies, and
- 3.3.4 Organize training programmes for potential trainers, when there is a need

#### **3.4 Unit 4 : Language Issues**

- 3.4.1 List the salient features of a typical Commonwealth distance learner in terms of his/her competence in the English language;
- 3.4.2 Describe the socio-educational and socio-political factors behind this scenario;
- 3.4.3 Identify the various categories of learner-types;
- 3.4.4 Explain the reasons for developing English for distance education purposes (EDEP);
- 3.4.5 Describe the salient features of EDEP;
- 3.4.6 Analyze the features of LAC in relation to EDEP;
- 3.4.7 Explain how LAC contributes to learner training in the DE context

### **4 Block 4 : Online Training**

#### **4.1 Unit 1 : Approaches to Online Training**

- 4.1.1 List the tools for e-learning environment;
- 4.1.2 Identify different instructional design models for online learning/ training;
- 4.1.3 Discuss the constructive and mixed approaches for online training;
- 4.1.4 Discuss the pedagogical role of teacher in online education;
- 4.1.5 Describe multi-dimensional and multi-cultures models for online learning/training;
- 4.1.6 Explain the impact of research studies on practice for online training.

#### **4.2 Unit 2 : Continuing Professional Development: Some Issues**

- 4.2.1 Define professionalism;
- 4.2.2 Develop a plan for professional development;
- 4.2.3 Discuss various types of continuing professional development activities;
- 4.2.4 Explain important issues related to continuing professional development;
- 4.2.5 Prepare a framework for online continuous professional development.

#### **4.3 Unit 3 : Assessment and Evaluation of Online Training**

- 4.3.1 Identify the components of evaluation of online programme;
- 4.3.2 Discuss various approaches to evaluating online learning/training;
- 4.3.3 Highlight the advantages and disadvantages of online training

### **5 Block 5 : Staff Development Experiences**

#### **5.1 Unit 1 : Reflection and Continuing Professional Development: Implications for Online Distance Learning**

#### **5.2 Unit 2 : Reflective Online Resources for Online Professional Development**

#### **5.3 Unit 3 : Training and Staff Development**

#### **5.4 Unit 4 : Training of Trainers' Workshop in Distance Education**

- 5.4.1 Identify and list the training needs of different categories of personnel in distance education;
- 5.4.2 Evaluate the existing training programmes and strategies;
- 5.4.3 Develop training design (objectives, content, strategies) for different target groups;
- 5.4.4 Plan and conduct training sessions;
- 5.4.5 Organize training programmes effectively.

#### **5.5 Unit 5 : Face-to-Face Training Workshop for the Academic Counselors**

- 5.5.1 Orient the participants to the concept, theory and practice of distance education;
- 5.5.2 Acquaint the participants with instructional design, principles of learning and characteristics of self-learning material;
- 5.5.3 Orient the participants with the process and methods of learner support in distance education;
- 5.5.4 Train the participants with the methods of organizing face-to-face academic counseling at study centers;
- 5.5.5 Acquaint the participants with the process and methods of organizing counseling at a distance using various media;
- 5.5.6 Provide hands-on experience in using computer for student support;
- 5.5.7 Orient the participants providing student support using the latest technologies like e-mail, web technologies, and so on.

# **MDEP-420**

## **PROJECT WORK**

A project at this stage should be a pleasant activity. Most of you are in-service teachers or personnel working within the system of distance education. Further you have had a fairly firm grounding in research methodology from course MDE-415. The purpose of the project work is to sensitize you to the realities and practices of distance education systems, their unique problems, the demands made on them and the possibilities inherent in them.

After completing this course the learner should be able:

- To develop research skills, training skills and learning material development.
- Identify solutions for local problems through ‘scientific method’ of investigation; and
- Create new knowledge in the area of Distance Education.

The Project Work can be carried out in any of the three streams. They are 1) Research 2) Training 3) Material Development. The specific objectives for each streams is given below:

The stream wise content is presented below. The learner after completing project in the different streams should be able to achieve the following:

### **1. Research**

- 1.1 Identify and formulate research questions;
- 1.2 Conduct scientific investigation in a systematic way;
- 1.3 Collect and analyze data;
- 1.4 Use appropriate tools, techniques, methods and statistics;
- 1.5 Write good research reports.

### **2. Training**

- 2.1 Identify training needs of distance education functionaries;
- 2.2 Prepare training designs;
- 2.3 Conduct training sessions;
- 2.4 Evaluate training sessions and programmers;
- 2.5 Report the outcomes and impact of training programmes.

### **3. Material Development**

- 3.1 Identify appropriate learning materials for distance learning context;
- 3.2 Prepare a blueprint/instructional design;
- 3.3 Develop audio/video/multimedia/educational website (s);
- 3.4 Evaluate the product developed.