

Difference between Educational Technology and Instructional Technology

Education is a comprehensive process in which imparting instruction is a part of the process to achieve the objectives of education.

Since there is difference between 'Education' and 'Instruction', there are certain differences in educational technology and instructional technology. These two terms cannot be used in the same sense.

The differences between educational technology and instructional technology can be observed from the following points —

Educational Technology	Instructional Technology
<ol style="list-style-type: none"> 1. It is a wider, more comprehensive and broad based concept including instructional technology. 2. Goals of educational technology is determined in the context of the needs of the country. 3. Teaching materials such as books, films, programmed materials are produced on a large scale. 4. Selection of educational media is carried out for making teaching learning more effective in many schools of a region. 5. Educational technology is concerned with long term projects on a large scale. 6. Behavioural out comes may be decided keeping in view the ultimate needs of the nation. 7. Academic performance of the learner could be determined at national or regional level. 8. Feedback is emphasised for improving teaching learning at macro level. 9. Efforts are made for discovering the skills and competencies of learners all over the nation. 	<ol style="list-style-type: none"> 1. It is a narrow concept. It refers to one part of educational technology. 2. Goals are determined in the context of the local needs and of the specified learners. 3. Teaching materials are produced according to the local needs. 4. Selection of educational media is carried out for making teaching learning more effective in a given class or school. 5. Instructional technology is concerned with short term project on a small scale. 6. Behavioural outcomes may be decided keeping in view the specific expectations of the learners. 7. Academic performance of the learner could be determined in terms of specifically laid down terminal behaviour at the end of each lesson. 8. Feedback is emphasised for improving teaching learning at micro level. 9. Efforts are made for discovering skills and competencies of learners in specific and limited geographical area.

* शिक्षा प्रयुक्तिविज्ञान आर निर्दोषाध्यक प्रयुक्ति विज्ञानर अणे -

शिक्षा प्रयुक्ति विज्ञान	निर्दोषाध्यक प्रयुक्ति विज्ञान
२/ हेयाव धारणा आर क्रिया णविअर वणुन ।	२/ हेयाव धारणा आर क्रिया णविअर शीआरध ।
३/ हे शिक्षार अणुणोठवार लअणु उअणु आआरि लअ ।	३/ हे शिक्षार विणुअणु उअणु आआरि लअ ।
७/ हे अअन दुआ वा अआरधर प्रुणुअणुन पूवन अणु ।	७/ हे अणुन वुणुठिअर प्रुणुअणुन पूवन अणु ।
४/ हे शिक्षार धरन, अआरध विआन, अणुनविआन आर प्रयुक्ति विआन आआरि लअ ।	४/ हे कुअन शिक्षार प्रुणुअणुनविआनक उअणु, शीठि आर णदरिआरध आआरि लअ ।
५/ शिक्षा विअणुअर वणुन अणुणुन आर गणुठरि शिक्षा प्रयुक्तिविआन अणुन अणु ।	५/ शिक्षन शिक्षनर अणुणुन गणुणुअणुनर अणुणुन निर्दोषाध्यक प्रयुक्तिविआन अणुन अणु ।
६/ हेयाव आठिपुठि अणुअन दुणुणुअ शिक्षार आठिपुठिअणुठि विआर वणुन अणु ।	६/ हेयाव आठिपुठि अणुअन दुणुणुअ शिक्षार आठिपुठिअणुठि विआर वणुन अणु ।
७/ अणुनअणुनक अणुन हे शिक्षार अणुणुन पूवनर शिक्षार गणुणुअणुन ।	७/ अणुनअणुनक अणुन हे शिक्षनर अणुणुन शिक्षार गणुणुअणुन ।
८/ हेयाव गणुणुअणुन आरअणुन, गणुणुअणुन आर उअणु अणुणुन ।	८/ हेयाव गणुणुअणुन शिक्षारअणुन, गणुणुअणुन आर शिक्षा अणुणुन ।