

MASTER OF EDUCATION (M.ED) – FOURTH SEMESTER

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Information and Communication Technologies in Education (ICT)	4	100
2	Methods and Techniques of Educational Research	4	100
3	Educational Management and Leadership	4	100
4	Research Course: Dissertation Work	4	100
5	Curriculum Development	4	100
6	Choose Any One	4	100
	a. Special Education b. Economics of Education		
Total		24	

Subject Name: INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

Objectives of the Subject: On completion of the course, the student will able to-

- Understand the concept of information and communication technologies in education.
- Explain the meaning and process of communication.
- Explain the concept and need of Information and Communication Technology (ICT).
- Explain the meaning and concept of virtual classroom and EDUSAT.

Subject Content:

UNIT – I: INTRODUCTION TO ICT

1. Concept of ICT: Meaning & Characteristics;
2. Role of Information Technology in Construction of Knowledge;
3. National Policy on ICT in School Education;
4. Challenges in Integrating ICT in School Education;

UNIT-II: COMMUNICATION

1. Concepts and process of communication, principles of communication,
2. Modes and barriers of communication.
3. Models of communication.
4. Classroom communication (verbal and non-verbal).

UNIT -III: TECHNOLOGY FOR CLASSROOM INSTRUCTION

1. Components, Working and Uses of
 - Over Head Projector (OHP),

- Movie Projector,
 - Liquid Crystal Display (LCD) Projector,
 - Digital Liquid Display (DLP) Projector.
2. Components, Working and Uses of Computers in Teaching-Learning Process.
 3. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)

UNIT- IV: NEW TRENDS IN ICT

1. Virtual Classroom - Concept, Elements, Advantages and Limitations
2. Smart Classroom – Concept, Elements, Advantages and Limitations
3. EDUSAT - Concept, Elements, Advantages and Limitations
4. Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology

Suggested Readings

1. Barton, R.(2004).Teaching Secondary Science with ICT. McGraw-Hill International
2. Bhaskara Rao, Digumarti (2013): Vidya - SamacharaSankethikaSastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.
3. Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
4. Department of School Education and Literacy, MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi
5. Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
6. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd

Subject Name: METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

Objectives of the Subject: On completion of the course, the student will able to-

- Help the students to understand the concept, types and methods of educational research.
- Acquaint the students with the data collection procedure and the various tools of educational research.
- Develop the ability to use some statistical methods to analyse and interpret educational data.

Subject Content:

UNIT I: DESCRIPTIVE RESEARCH AND HISTORICAL RESEARCH

- 1.Descriptive Research: Meaning, Importance, Steps and Types of Descriptive Research
 - a.Survey Study Method,
 - b.Correlational Study Method and
 - c. Case Study Method
- 2.Historical Research: Meaning, Nature, Importance and Steps involved; Primary and Secondary Sources of Information.
- 3.External and Internal Criticism of the Historical Data Sources

Unit II: EXPERIMENTAL RESEARCH AND RESEARCH DESIGNS

- 1.Experimental Research: Meaning, Importance,
- 2.Steps and Elements of Experimental Research, Methods of Controlling Extraneous Variables.
- 3.Research Designs:
 - a.One Group Pre-Test-Post-Test Design,
 - b.Two Groups Randomized Subjects (Post Test only) Design and
 - c. Simple Factorial Design (2X2).

UNIT III: APPROACHES AND ANALYSIS OF QUALITATIVE DATA

1. Difference between Qualitative and Quantitative Data.

2. Qualitative Research:

- a. Grounded Theory Research,
- b. Mixed Methods Research,
- c. Logical Positivism,
- d. Phenomenological Inquiry,
- e. Interpretivism & Ethnography

3. Analysis of Qualitative Data with Emphasis on

- a. Content Analysis including Logical & Inductive Analysis,
- b. Discourse Analysis,
- c. Analyses of Interview-based and
- d. Observation-based Data.

Unit IV: ANALYSIS OF QUANTITATIVE DATA: BASICS ABOUT DESCRIPTIVE STATISTICS

1. Types of Data (Continuous and Discrete Data),

2. Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Pie Chart).

3. Measures of Central Tendency (Mean, Median and Mode).

4. Measures of Variability (Range, Quartile Deviation, SD, Variance)

Suggested Readings:

1. Agarwal. L. P. (2007). Modern Educational Research, Dominant Publishers and Distributors. New Delhi.
2. Best, J.W. & Kahn J.V. (1995): Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Best, John, W., & Kahn James V. (2005). Research in Education”, Prentice Hall of India Pvt. Limited, 9th Edition, New Delhi.
4. Bhandarkar, P.L., Wilkinson, T.S, & Laldas, D.K. (2004), “Methodology and Techniques of Social Research”, Himalaya Publishing House, Mumbai.
5. Cohen, Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
6. Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. PHI Learning Private Limited, Delhi.

Subject Name: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Objectives of the Subject: On completion of the course, the student will be able to-

- Develop an understanding on the basic concept of educational management
- Acquaint the students with the recent issues in educational management
- Explain different styles of leadership.
- Describe the leadership traits and skills of educational administrators.

Subject Content:

Unit – I: BASICS OF EDUCATIONAL MANAGEMENT

1. Educational Management: Concept, Nature, Purpose and Principles.

2. Relationship between Educational Management and Administration.

3. Role of Teachers in Educational Management.

4. Role of School Management Committees (SMCs) in Educational Management.

Unit – II: THEORIES OF EDUCATIONAL MANAGEMENT

1. Theories of Management
 - a. Classical Theory,
 - b. Neo-Classical Theory and
 - c. Modern Theory and their Implications for Education.
2. Total Quality Management (TQM) in Education: Concept and Principles.
3. Concept and Importance of Management Information System (MIS) in Education.

Unit – III: RESOURCE MANAGEMENT IN EDUCATION

1. Management of Physical Resources (School Plant, Playground, Laboratory and Library).
2. Management of Financial Resources (Preparation of School Budget and School Development Plan).
3. Office Management in Education (Ways of Maintaining Different School Records),
4. Time Management in Educational Institutions (Meaning, Importance and Preparation of Academic Calendar and Time Table).

Unit – IV: EDUCATIONAL LEADERSHIP AND MANAGEMENT OF HUMAN RESOURCES

1. Concept of Educational Leadership,
2. Types of Leadership (Academic, Administrative, Community and Student-Centered Leadership).
3. Concept of Human Resource Management in Education.
4. Role of School Head in Managing Educational Institutions and Human Resources in them.
5. Current Trends in Educational Leadership in the Context of Privatization, Public- Private Partnership in Education.

Suggested Readings:

1. Bush, Tony; Bell, Les and David Middlewood. The Principles of Educational Leadership and Management, Sage Publications, New Delhi, 2010.
2. Bush, Tony. Theories of Educational Leadership and Management, 4th ed., Sage Publications, New Delhi, 2010.
3. Davies, Brent and Burnham, J. W. Handbook of Educational Leadership and Management, Pearson Education, 2003.
4. Gamage, David Thenuwara. And Pang, Nicholas Sun-Keung. Leadership and Management in Education, Chinese University Press, 2003.
5. Mohanty, J. Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2007.
6. Sharma, S. L. Educational Management: A Unified Approach of Education, Global India Publications Pvt. Ltd. New Delhi, 2009

Subject Name: RESEARCH COURSE: DISSERTATION WORK

Objectives of the Subject: On completion of the course, the student will able to-

- Develop the ability to conduct research among the students.
- Develop the spirit of team work among the students.

Project Content:

(EACH STUDENT HAS TO DO A STUDY HAVING EDUCATIONAL IMPLICATIONS) PROJECT REPORT MUST BE PREPARED SYSTEMATICALLY BY FOLLOWING PROPER METHODOLOGY.

FORMAT OF THE PROJECT REPORT:

1. SELECTION OF THE TOPIC OF PROJECT HAVING EDUCATIVE VALUE.

2. INTRODUCTION

- Need of The Study.
- Objectives of The Study.
- Hypotheses of the Study.
- Delimitation of The Study.

3. REVIEW OF RELATED LITERATURES. (AT LEAST TEN REVIEWS)

4. METHOD AND PROCEDURE.

- Method Used in the Study.
- Sample
- Tools

5. ANALYSIS AND INTERPRETATION OF DATA.

6. FINDINGS OF THE PROJECT.

7. SUGGESTION AND CONCLUSION.

PERSONS INVOLVED IN THE PROCESS OF PROJECT EVALUATION:

- Dean of the Department or Nominee of Dean
- Supervisor of The Project.
- External Examiner.

REFERENCE:

- Best, J.W. (1981) Research in Education. New Delhi; Prentice Hall.
- Kaul, L. (2000). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd.
- Garrett, H.E.1979: Statistics in Education and Psychology, Bombay, Vakils: Feffer& Simons.
- Kaul, L. (2000). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd.
- Guilford, J.P. Fundamental Statistics in Psychology.

Subject Name: CURRICULUM DEVELOPMENT

Objectives of the Subject: On completion of the course, the student will able to-

- Understand the concept and need of curriculum design.
- Describe characteristic features of different designs of curriculum development.
- Understand the various models of curriculum engineering.
- Appraise present curriculum of Indian schools.

Subject Content:

UNIT I: INTRODUCTORY CONCEPTS.

1. Curriculum: Its Meaning, Characteristics, Definitions, Scope and Importance of Curriculum.
2. Epistemological, Social and Psychological Foundations of Curriculum
3. Curriculum Planning: Concepts, Principles and Process.
4. Salient Features of National Curriculum Framework (2005)

5. Core Curriculum.

UNIT II: CURRICULUM DESIGN AND DEVELOPMENT.

1. Meaning of curriculum design
2. Sources of curriculum design
3. Principles of curriculum design
4. Types of curriculum

UNIT III: CURRICULUM MODEL

1. The Administrative Model.
2. The Grassroot Model.
3. Systems Analysis Model.
4. Taba's Model of Curriculum.

UNIT IV: CURRICULUM CHANGE AND EVALUATION.

1. Factors Affecting Curriculum Change.
2. Curriculum Evaluation: Concept, Need and Sources.
3. Process of Curriculum Evaluation.
4. Role of Teacher as a Curriculum Maker.

Suggested Readings:

- Aggarwal, J.C. (1990): Curriculum Reforms in India. Doaba House, New Delhi.
- Bloom, B.S., Hastings, J.T. And Madaus, G.F. (1971) : Handbook Of Formative And Summative Evaluation Of Student Learning. New York. Mc Graw Hill
- Bruner, J.S. (1977): The Process of Education. Harvard University Press.
- Dash, B.N. (2007): Curriculum Planning and Development. Dominant Publishers and Distributers.
- Dewey, J. (1966): The Child and Curriculum- The School and The Society, Phoenix, USA.
- MamidiMalla Reddy & S. Ravishankar : Curriculum Development and Educational Technology, Sterling Publishers Private Ltd., New Delhi- 110016
- Ncert, (2005): National Curriculum Framework. New Delhi.
- Pratt, D. (1980): Curriculum Design And Development. N.Y. Harcourt
- Taba, H. (1962) Curriculum Development : Theory And Practice. N.Y.: Harcourt Brace and World Inc.

Subject Name: SPECIAL EDUCATION (OPTIONAL)

Objectives of the Subject: On completion of the course, the student will be able to-

- Explain nature and causes of exceptionality.
- Suggest the alternative or remedial educational provisions for special children.
- Understand concept of mental retardation and provisions for them.
- Understand the process of practical assessment of special children.

Subject Content:

UNIT I: SPECIAL EDUCATION & LEARNING DISABILITY.

1. Special Education: Concept, Meaning and Need.

2. Children with Special Needs, Concept, Classification

- Intelligence
- Sense Organs
- Loco motor
- Speech and Other Aspects

3. Learning Disability: Concept and Meaning. Types of Learning Disability.

4. Characteristics of Children Having Learning Disability. Identification and Remedial Measures.

UNIT II: VISUAL AND HEARING IMPAIRMENT

1. Visual Impairment: Concept, Characteristics. Causes and Assessment Areas.

2. Classification of Visual Impairment and Educational Provisions.

3. Role of Technology in Enhancing Functioning.

4. Hearing Impairment: Concept, Characteristics Causes and Assessment Educational Provisions – Lip Reading, Sign Language, Finger Spelling, Total Communication.

UNIT III: AUTISTIC CHILD & CEREBRAL PALSY.

1. Concept and Characteristics of Autistic Child. Differences with Other Overlapping Disabilities.

2. Identification and Educational Provisions.

3. Cerebral Palsy and Other Loco Motor Disability- Concept and Characteristics. Types and Causes

4. Educational Provision and Other Needs

UNIT: IV: GIFTED AND MENTALLY RETARDED.

1. Concept and Characteristics of Gifted Children. Identification of Gifted Children Educational Provisions for The Gifted Children.

2. Concept and Characteristics of Creative Child Nurturing Creativity.

3. Mental Retardation- Definition and Characteristics of Mentally Retarded Children. Identification of Mentally Retarded Children Causes of Mental Retardation.

4. Classification of Mentally Retarded Children. Educational and Vocational Provisions.

Suggest Readings:

- Bhargava, M. : Exceptional Children, Agra, H.P. Bhargava Book House.
- Chapman, E.K: Visually Handicapped Children and Young People. London, Routhedga and Kegan Paul.
- Kotwal, P.: Special Education. Delhi. Authors Press.
- Mangal, S.K.: Educating Exceptional Children- An Introduction To Special Education. New Delhi. Phi . Pvt. Ltd.
- Kar, Chintamani.: Exceptional Children – Their Psychology and Education. Sterling Publishing Pvt. Ltd. New Delhi.

Subject Name: ECONOMICS OF EDUCATION (OPTIONAL)

Objectives of the Subject: On completion of the course, the student will be able to-

- Understand of the meaning, nature, scope, functions and importance of economics of education.

- Familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
- Acquaint the learners with education as a tool of economic development and human capital formation
- Understand Man Power planning, educational planning, economic aspects of educational planning etc.

Subject Content:

UNIT I: GENERAL CONCEPTS.

1. Concept, Scope and Significance of Economics of Education.
2. Education as Consumption and Investment.
3. Recent Trends in Economics of Education.
4. Impact of Education on Economic growth of India.

UNIT II: EDUCATION, HUMAN CAPITAL AND ECONOMIC DEVELOPMENT.

1. Concept of Economic Growth and Development.
2. Contribution of Education to The Economic Development of a Nation.
3. Concept of Human Resource and Capital.
4. Education and Development of Human Resources.

UNIT III: EDUCATION AND FINANCE.

1. Concept of EDUCATION AND FINANCE.
2. Cost- Benefit analysis of Education (concept, characteristics, importance, techniques)
3. Taxonomy of Educational Cost at (primary, secondary and higher level)
4. Taxonomy of Educational Benefits.

UNIT IV: GOVERNANCE IN EDUCATION AND FINANCE.

1. Financing the higher education in India: Challenges and strategies.
2. Theoretical considerations of financing education.
3. Financing of higher education: Private initiatives – past, present and future.
4. Role of Centre and State in Financing Education.

Suggested Readings:

- Aggarwal, J.C. 1982. Development and Planning of Modern Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Ansari, M.M. 1987. Education and Economic Development. New Delhi: Aiu Publication.
- Ansari, M.M. 1989. Financial Health of Universities: A Diagnostic Study. University News.
- Babalola, J.B. 2003. Fundamentals Of Economics Of Education (Ed) :Eppu, Ibadan: Basic Text In Educational Planning.
- Banker, G.S. 1964. Human Capital. New York: University Press.
- Blaug, M. 1972. An Introduction to The Economics Of Education. Economics Of Education Selected Readings, Volume I And Ii. London. Penguin Books.
- Camoy, M. 1995. Economics Of Education ; Then And Now. International. Encyclopaedia of Economics Of Education, 2nd Edition. Oxford :Pergamon Press.
- Garg, V.P. 1996. Financing Higher Education: Scope and Its Limits. New Delhi :Radha Publications

- Goel, S.C. 1975: Education And Economic Growth In India .Delhi: Macmillan.
- Invest India. Investment Opportunity: Education. Investment India. [Http://
Www.Investindia.Gov.In/Education-Sector.](http://www.investindia.gov.in/education-sector)
- GovernMent of India, 2001. National Human Development Report by Planning Commission. New Delhi: Oxford University Press.
- Government of India. 2011. Census of India 2011: New Delhi. Government of India
- Mathur, A. 1993. The Human Capital Stock and Regional Economic Development in India, Regional DisperitiesIn Educational Development, (Ed) New Delhi: South Asia Publishers.
- Naik,J.P.1965. Educational Planning in India. Bombay: Allied Publishers.
- Singh, B.1976. Education as a n Investment, Meerut: MeenakshiPrakashan.
- Singh, B.1983. Economics of Indian Education. New Delhi: MeenakshiPrakashan.
- Tilak,J.B.G.1992. Educational Planning at Grassroot. New Delhi: Ashish Publishing House

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Education, Special Education & Sports as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.