

PROGRAMME PROJECT REPORT (PPR)

M.A EDUCATION (DISTANCE MODE)

Centre for Distance and Open Learning has introduced the M.A-Education (distance mode) Programme, keeping in mind the heterogeneous nature and varied needs of that section of our society which for some reason or the other has missed or has not had the opportunity for further studies in conventional colleges or universities, or belong to far flung areas or to the deprived sections of the society. This Programme caters to develop human resources as well as enhance understanding and bring in self-enrichment. It provides a comprehensive understanding of Education, its concepts, knowledge generation and specialization areas

The Master of Arts (Education) programme will enable sustained and critical engagement with the discipline of Education especially as it has emerged and expanded in India develop an understanding of how Education has been shaped by subjects such as Philosophy, Sociology, History and Psychology, which are regarded as its foundational disciplines equip students to specialize in areas of their interest with regard to different levels of education ranging from preschool, elementary or secondary schooling to higher education and develop the skill set and competency in strengthening students ability to engage with all aspects of policies and programmes in the field of education.

The field of education has a dearth of professionals who have the capacity to develop curriculum, train teachers, conduct evidenced based research to influence education policies, strengthen the pedagogy of discipline-based teaching at various levels of education, administer educational institutions and provide leadership in achieving educational goals. Distance education is the solution to the stringent need for education of those who cannot commit to classical student life.

The overall objective of the programme will be to develop capacities of students for academic study of education with a view to facilitating their active immersion and self-reflexive involvement at the ground level whether as teachers/teacher educators or textbook writers/policy makers or in a range of capacities associated with the field of education.

Career Opportunities

Diverse career choice are open to students completing the Master of Arts (Education) programme including in all those locations that engage with education such as governmental (**NCERT, SCERT**, University and college departments) and non-governmental organizations together with funding agencies that focus their work on education. Students would have the option of entering the teaching profession (as teachers or teacher trainers) or developing curricula or becoming educational administrators, counselors or researchers of education.

Duration: Minimum duration of the Programme: 4 (Four) Semesters / 02 (Two) Years

Maximum duration of the Programme: 8 (Eight) Semesters / 04(Four) Years

Eligibility: Student should have passed Bachelors in any discipline. Admission to the programme is on first come first serve basis.

Medium of Instruction: English/Hindi/Urdu.

The SLM will be provided in English/Hindi and Question paper & Assignment will be provided only in English.

M.A Education Fee: Rs. 12000/- (Twelve Thousand) per annum (Two Semesters) to be paid in advance in the beginning of each academic year.

Career prospect: After completing M.A Education, students can find an employment space in the teaching world as a lecturer in colleges and universities and can also get work in private institutes or distance education institutes.

M.A. Education Employment Areas

- Coaching Centres
- Education Consultancies
- Education Department
- Home Tutions
- Museums
- Private Tutions
- Publishing House
- Research and Development Agencies
- Schools

M.A. Education Job Types

- Lecturer
- Professor
- School Teacher
- Private Tutor
- Education Consultant
- Education Counsellor
- Vice Principal
- Principal

The field of education is constantly changing. Learners, communities and organizations all over the world need educational leaders with the knowledge and skills to use these changes as a platform for success.

Dissertation Work

Each student will complete the component of Dissertation Work in the Fourth semester of this programme. It is a compulsory component and carries 8 credits and 200 marks. Students should identify a problem based on any compulsory or specialized courses. They will then carry out research work on that problem under the supervision of a guide approved by the Jamia Millia Islamia. On completion of the dissertation work students will submit the dissertation report to CDOL, JMI New Delhi for evaluation by the specified deadline.

Brief structure of the course:

M.A. Education (Distance Mode)

SEMESTER - I

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
1.DES-I	Philosophical foundation of Education	2	37.5	12.5	50
1.DES-II	Sociological Foundation of Education	2	37.5	12.5	50
1.DES-III	Psychological Foundation of Education	4	75	25	100
1.DES-IV	Curriculum and Pedagogy of Education	4	75	25	100
1.DES-V	Research Method in Education	4	75	25	100
1.DES-S.D	Workshop/ Seminar	2			50
1.DES-VI	Educational Technology (CBCS)	2	37.5	12.5	50
TOTAL		20			500

SEMESTER – II

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
2.DES-I	Philosophical foundation of Education	2	37.5	12.5	50
2.DES-II	Sociological Foundation of Education	2	37.5	12.5	50
2.DES-III	Psychological Foundation of Education	4	75	25	100

2.DES-IV	Curriculum and Pedagogy of Education	4	75	25	100
2.DES-V	Research Method in Education	4	75	25	100
2.DES.S.D	Activity Planning & Conducting a Project	2			50
2.DES-VI	Educational Guidance and Counselling (CBCS)	2	37.5	12.5	50
TOTAL		20			500

SEMESTER – III

Specialized Paper – 3.DES-1

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
3.DES-I	Language Education	4	75	25	100
3.DES-I	Social Science Education	4	75	25	100
3.DES-I	Science Education	4	75	25	100

Compulsory Paper

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
3.DES-II	Analysis and Interpretation of data (Qualitative)	4	75	25	100
3.DES-III	Building Discourse in education	2	37.5	12.5	50

3.DES – IV CBCS

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
3.DES-IV	Educational Management (CBCS)	2	37.5	12.5	50

Compulsory Paper

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
3.DES -V	ICT and Education	4	75	25	100
3.DES-VI	Synopsis: Preparation & Presentation	4 (2+2)			100
		20			500

SEMISTER – IV

Specialized Paper- 4.DES-I

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
4.DES-I	Language Education	4	75	25	100
4.DES-I	Social Science Education	4	75	25	100
4.DES-I	Science Education	4	75	25	100

Compulsory Paper

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
4.DES-II	Analysis and Interpretation of data (Qualitative)	4	75	25	100
4.DES-II	Building Discourse in education	2	37.5	12.5	50

4.DES-IV CBCS

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
4.DES-IV	Inclusive Education (CBCS)	2	37.5	12.5	50

Compulsory Paper

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
4.DES-V	ICT and Education (Practical)	2			50
4.DES-VI	Dissertation	4			100
4.DES-VII	Viva Voice	2			50
TOTAL		20			500

Detailed Programme Structure

(SEMESTER 1)

1.DES-I: PHILOSOPHICAL FOUNDATION OF EDUCATION

Block 1 : Philosophy: Meaning and Perspective of Education

Unit 1 : Meaning of Philosophy and its Branches Metaphysics, Axiology & Epistemology,

Unit 2 : Philosophical perspective of Education, Relation between Philosophy & Education.

Block 2 : Philosophy: Educational Implications and Educational thoughts.

Unit3 : Western Schools of philosophy and their Educational Implications. Idealism, Realism, Existentialism, Pragmatism

Unit 4 : Contemporary Philosophers and their Educational thoughts-Paulo Friere, Ivan Illich.

1.DES.II: SOCIOLOGICAL FOUNDATION OF EDUCATION

Block 1 : Historical Perspective of Sociology of Education and Society

Unit 1 : Historical Development of Sociology of Education, Relationship between sociology and education. Theoretical approaches functionalism (Emile Durkheim), Conflict theory, Interactionism, Open System Approach

Unit 2 : Education and society, school and community, stratification and mobility. Concept of social development.

Block 2 : Education for Social Changes and Secularism

Unit 3 : Education and social change. Role of school, Modernization and Post Modernization, Globalization and Education, Expansion and Privatization of Education.

Unit-4: Education for Secularism and Democracy. Education for peace and International Understanding.

1.DES-III: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Block 1: Fundamentals of Educational Psychology and Growth & Development

Unit1: Educational Psychology

- a) Relationship between Education and Psychology
- b) Nature and Methods of educational Psychology
- c) Application of Principles of Educational Psychology in the field of Education.

Unit 2: Growth and Development

- i. Concept, Principles and Stages of development
- ii. Cognitive development-Piaget's theory
- iii. Psycho-Social Development-E. Erikson's theory
- iv. Personality development-Maslow's theory
- v. Moral development-Kohlberg's theory

Block 2 Intelligence and Individual Differences

Unit 3 Intelligence

- a. Concept and Nature of intelligence
- b. Factors effecting intelligence
- c. Theories of intelligence
- d. Assessment of intelligence

Unit 4 Individual Differences

- a) Concept of individual difference
- b) Areas of individual difference
- c) Implications of Individual difference in organizing Educational Programmes.

1.DES-IV: CURRICULUM AND PEDAGOGY OF EDUCATION

Block 1 : Fundamental of Curriculum Frame Works

Unit 1 : The Relevance of the study of curriculum

Curriculum and its relationship to educational aims. Its role and importance in education. Delimiting the idea of curriculum and its relationship to syllabus, textbook etc. Historical review of the development of the concept of curriculum and its entry into Indian school education at the national and state levels. Understanding curriculum documents as 'facts' (state produced documents, school level documents)-Probing questions- Why does it exist? Who prepares it, and how is it prepared? What does it contain? Who does it address? How does it relate to boards of examinations? Mapping stakeholders influencing the curriculum document, and their interests, Ideology and control.

NCERT (2005) National Curriculum Framework.

NCERT (2005) Position paper of the group on Curriculum and Textbooks

NCERT (2005) Position paper of the group on Aims of Education

NCERT (2000) National Curriculum Framework

NCERT (1988) National Curriculum Framework

Unit 2 : Organization of Curriculum:

- i. Based on the Thinkers: study of Plato, Rousseau, Dewey, Gandhi, Freire, to understand the relationship between aims of education, analysis of society, pedagogic processes, construction of learner and the process of learning-understanding the interplay to determine curriculum.
- ii. Understanding how Cognition and Learning contributes to curriculum Making Piaget and Vygotsky in Making of Curriculum.

Block 2 : Understanding, Situating and Unpacking of Curriculum

Unit 3 : Understanding the debate around what is worth Teaching

- a) How to decide the content- the difficult and defensible choice.
- b) Implicit, Explicit and 'hidden curriculum' Relationship of curriculum with practice school organization, location and architecture, staffing, structuring of time, classroom design, relationship pattern and learning interactions; school rituals and forums; choice of texts, curricular subjects; co-curricular and extra-curricular activities curriculum as fact and practice

Unit 4 (a) : Situating curriculum: the school and home Community relationship to curricular choices and children's learning – the role of PTA. Critical perspectives on concepts such as 'framing' 'polarity' alienation' Critical perspectives on concepts such as 'relevance' (national development/post-colonial societies)

(b) : Unpacking terms: reproduction, Elitism, Innateness-Nature/ Nurture. Critical perspectives on concepts such as 'equity-equality' in gender, caste, class. Text book analysis in terms of above and linking it to reproduction in society.

1.DES-V: RESEARCH METHODS IN EDUCATION

Block 1 : Fundamental of Educational Research and Research Methods

- Unit 1 : a. Research and Its Type: Meaning & Characteristic of Research, Fundamental of Educational Research and its Nature and Scope.
- b. Scientific Research: Steps of scientific methods and its scope in educational research. Qualitative research Paradigm: Assumption, Nature and Scope
- Unit 2 : Research Methods:
- Historical
- Survey
- Experimental
- Case Study
- Ethnographic

Block 2 : Research Design and Preparation Research Proposal

- Unit 3 : Research design: Meaning and importance
- A. Sample and Sampling Design: Concepts of Population, Sample, Representative sample, Probability & Non Probability Techniques of sampling
- B. Tools and Techniques of Research:
- i. Characteristics of Good tools
- ii. Questionnaire & Interview
- iii. Observation & Observation Schedule
- iv. Test & Scales: Uses & Types
- Unit 4 : Preparation of Research Proposal
- A. Research Problems, Research Objectives, Research Questions
- Hypothesis
- a) Operationalization of variables
- b) Review of related Literature
- c) Research Design
- d) Limitation & delimitation
- e)

1.DES-VI: EDUCATIONAL TECHNOLOGY (CBCS)

Block 1 Basics of Educational Technology and Learning Theories

- Unit-1 Introduction and Background
- a) Meaning, need, scope, significance, limitation and objectives of Educational Technology.
- b) Forms of Educational Technology: Media Technology, Instructional Technology, Teaching Technology, Behavioural Technology, Cybernetics.

Unit 5 c) Technology Literacy – Visual, Audio, Media and Meaning, Importance and development of each.
Learning theories and Integration and Learning

- a) Skinner
- b) Gagne
- c) Burner
- d) Ausbel
- e) Merrril

BLOCK – 2 Uses of Educational Technology and Media Technology in Learning

Unit 3 Using Instructional Software in Teaching and Learning

- 1) Drills
- 2) Tutorials
- 3) Simulations
- 4) Instructional games
- 5) Problem Solving
- 6) Programmed Instruction : Linear and Branching and Teaching machines

Unit 4 Media technology, Instructional system and Multimedia Approach

- a. Types, Classification, Selection, Preparation and use of Media-projected, Non Projected
- b. Print media technology and photography technology,
- c. The concept of Multimedia and Hypermedia : Use in Education and Training
- d. Multimedia Tools (In brief): Paint and draw applications,
- e. Graphic Effects and Techniques, Sound and Music, Video, Multimedia, Authoring Tools, types of presentations.

(SEMESTER : II)

2.DES-I : PHILOSOPHICAL FOUNDATION OF EDUCATION

Block 1 Schools of Philosophy and Philosophers

Unit1 Oriental Schools of philosophy – three concepts of Man, Education and Society. Islam, Hinduism, Sikhism, Buddhism and Jainism

Unit 2 20th Century Indian Philosophers and their educational thoughts - Radha Krishna, Rabindra Nath Tagore, J. Krishnamurthy, Maulana Azad, M.K. Gandhi, K.G. Syyeddan, and Zakir Husain

Block 4 Value Education and Philosophy of Peace and Human Right

Unit 3 Value Education-Eternal Vs Temporal Values – Democracy, Liberty, Social Justice and Sustainable Development

Unit 4 Philosophy of Peace and Human Rights

2.DES-II : SOCIOLOGICAL FOUNDATION OF EDUCATION

Block 1 Role of Education in Empowerment and Cultural Understanding

Unit 1 Role of Education for Empowerment of Marginalized, Class, Caste, Gender and Religion; the Policy of Positive Discrimination; Inclusion in Education.

Unit 2 Education and Culture: Culture, Values, Role of education in Cultural context, Pluralism/Multiculturalism and Multicultural Education.

Block 2 Sociology: Education and Politics

Unit 3 Education and Politics: Power and Dominance, Policies of education, Political Ideologies and goals of education.

Unit 4 Expansion of Education, Privatization of Education.

2.DES-III : PSYCHOLOGICAL FOUNDATION OF EDUCATION

Block 1 Theories and Transfers of Learning and Personality

Unit 1 A – Learning

- a) Concept of learning
- b) Information processing
- c) Learning of concepts and principles

B – Theories of Learning

Behaviourist approach-Thorndike, Pavlov and Skinner

Cognitive approach-Kohlar and Lewin

Gagne’s theory of instruction

C - Transfer of learning

- a) Concept of transfer of Learning
- b) Theories of Transfer of Learning

D - Constructivism

Constructivist’s assumptions about learning

Constructivists learning goals

Constructivists conditions for learning

Constructivists methods of instructions

Unit 2 Personality

1. Concept, types and Traits of Personality
2. Approaches to the study of personality, Psycho-analytical approach-Freud Humanistic approach-Allport and Roger Behavioural and social; learning-Miller and vygotsky
3. Assessment of Personality
 - I) Personality inventories and Rating scales
 - II) Projective techniques-TAT, Rorschach

Block 2 Fundamentals of Motivation and Guidance and Counselling.

Unit I Motivation

- a) Concept and types of motivation
- b) Motivation for learning
- c) Self concept, self efficacy, self esteem and self-determination

Unit II Guidance and Counselling

- a) Concept and Principles of Guidance and Counselling
- b) Tools and technique of guidance
- c) Personal, Vocational and Educational guidance.

2.DES-IV : CURRICULUM AND EVALUATION OF EDUCATION

Block 1 Cognitive and Non- Cognitive Areas of Curriculum

Unit I Cognitive Areas: Nature & types of Achievement Test: Oral, Written, Practical, Importance and use of Testimony of educational Subjective (cognitive Demon) Strength & Limitations of essay type, short answers type and objective type Questions. Purpose and scope of probing, questions and questions with multiple correct answers, Development of Achievement Test. Item construction, formulate of objectives, blue print, item analysis, Standardization (reliability, validity, General Mental Ability Test & Intelligence Tests, their uses, type & limitation.

Unit II Non cognitive Areas: Assessment of Interest Altitude, values.

- i. Assessment of Performance in Group projects and Group Achievement.
- ii. A Critical analysis of CBSE proposal for assessment in Non-cognitive Areas use of portfolio Analysis

Block 2 Evaluation of Curriculum

Unit I Evaluation of Curriculum: Scientific and humanistic (Qualitative & Evaluation Naturalistic) Intended Vs Goal free Evaluation, Inductive & Deductive Evaluation Models

- Unit II**
- a) Drive & Standard Scores: Z, T & stamina
 - b) Correlation Techniques: Biserial, Point Biserial Tetrachoric 'r' and coefficient
 - c) Regression Analysis: Bivariate and Multivariate

2.DES-V : RESEARCH METHOD IN EDUCATION (Analysis of Data)

Block 1 Descriptive Statistics and Inferential Statistics

Unit I Descriptive Statistics

- a) Measures of central Tendencies

Unit II
b) Measures of Variability
c) Measures of Correlation
Inferential Statistics (Parametric)

- a) Significance of a Statistics
- b) Concepts of Null hypothesis, Level of Significance
- c) Type I & Type II error
- d) T-test

Block 2 Collection and Analysis of Data and Inferential Statistics (Non-Parametric)

Unit I Inferential Statistics (Non-Parametric)

- a) Chi-square
- b) Median Test

Unit II Analysis of Qualitative Data

- 1. Editing & Coding of Data, Logical & Inductive Analysis
- 2. Content Analysis

2.DES-V : EDUCATIONAL GUIDANCE & COUNSELLING (CBCS)

Block 1 Fundamental of Guidance

Unit I Introduction

- a. Concept of Guidance, Assumption, Issues, and Problems of Guidance.
- b. Purpose and Scope of Guidance.
- c. Need for Guidance.

Unit II Guidance Programme

- 1. Essential Features of the Guidance Programme: Orientation Service, Individual Inventory Service, Occupational Information Service, Counselling Service, Placement Service, research and Evaluation
- 2. Principles of Organizing Guidance services.

Block 2 Educational and Vocational Guidance

Unit I Educational Guidance

- a) Guidance and Curriculum
- b) Guidance and Classroom learning
- c) Guidance and special Groups: Gifted, Backward, Underachievers and Dull.

Unit II Vocational Guidance

- 1. Nature of Work, Various motives Associated, Place of work in one's life
- 2. Understanding Career Development: Approaches to Career Guidance, Roe's Theory of Early Determinants of Vocational Choice: Holland's Trait and Factor Theory: Supers' Theory of Vocational Development

3. Vocationalisation of Education and Career Development.

SEMESTER – III Specialized Paper

3. DES – 1 LANGUAGE EDUCATION (URDU, HINDI, ENGLISH)

Block 1 Language – Nature & Development and Curriculum

UNIT-I LANGUAGES-NATURE & DEVELOPMENT

- a) Language and Communication-Verbal Non Verbal
- b) Language Structure and Organisation: Phonology, Morphology, Syntax and Semantics
- c) Language and Dialect (Societal Context)
- d) Theories of Language Learning: Sociolinguistic and Psycholinguists

UNIT-II LANGUAGE AND CURRICULUM

- a) Place of language in School Curriculum: Mother Tongue and
- b) Other languages (second language and foreign language
- c) Multilingualism and School Education
- d) Language and Its family
- e) Objectives of Language-Learning and Teaching Formulation of Objectives in Behavioral Themes.

Block 2 Language – Pedagogy, Equipments and Evaluation

UNIT-I PEDAGOGY OF LANGUAGE (Urdu or Hindi or English)

- (a) Developing Listening and Speaking Abilities
- (b) Developing Reading Abilities Vocabulary, Intensive and Extensive Reading.
- (c) Developing Writing Skills, Error Analysis, Creative Writing, Writing Styles.

UNIT-II LANGUAGES-AIDS AND EQUIPMENTS

- (a) Text Books and Other Reading Materials-Selection and Gradation of Text-books and other Reading – Materials.
- (b) A-V-Aids for Language-Teaching
- (c) Agencies of Language-Learning
- (d) Use of ICT in Language-Teaching
- (e) Language Teacher: Skills needed for language-teachers.

UNIT-III EVALUATION

- (a) Comprehensive and Continuous Evaluation in Language
- (b) Construction of Achievements Tests in languages
- (c) Formative and summative evaluation
- (d) Diagnostic Test and Remedial Teaching
- (e) Grading System: Criterion Refer need grading, norms referee need Grading.
- (f) Open Book Test

3.DES – 1 SOCIAL SCIENCE EDUCATION

Block 1 Concept, Structure and Place of Social Science in School Education

UNIT-I NATURE & STRUCTURE OF SOCIAL SCIENCE

- (a) Concept and Nature of Social Science
- (b) Scope of Social Science in the Light of Latest NCF.
- (c) Evaluation of Social Science
- (d) Social Science Vs Social Studies

UNIT-II SOCIAL SCIENCE EDUCATION IN INDIA

- (a) Place of Social Science in School Curriculum
- (b) Objectives of Social Science Teaching
- (c) Use of Art, Visuals and Performance to Develop Critical Thinking about Society.

Block 2 Stage of Social Science and Evaluation

UNIT-I SOCIAL SCIENCE AT ELEMENTARY LEVEL/STAGE

- (a) Parts of Society and Its Social Orders
- (b) Local Content as a part of Teaching Learning Process.
- (c) Social Science as a Career of Human Values (Generating Moral Values)
- (d) Sensitization towards Social Issues

UNIT- II EVALUATION

- (a) Continuous and Comprehensive evaluation in Social Science.
- (b) Suggested Procedures and Practices of Evaluation in Social Science.

3.DES – 1 SCIENCE EDUCATION

Block 1 Science Education, Nature Concept and History.

UNIT I SCIENCE AND ITS NATURE

- a) Nature of Scientific Knowledge
- b) Processes of Science
- c) Product of science: Science concept, principles and Generalization.

UNIT-II SCIENCE EDUCATION: HISTORICAL PERSPECTIVE

- (a) History of development of science education in India and abroad.
- (b) Policies and Planning of Science Education
- (c) Place of Science in School Curriculum
- (d) Objectives of Teaching Science
- (e) Training in Scientific Method

Block 2 Role of Science in Society and Elementary level of Science

UNIT-I SCIENCE AND SOCIETY

- a) Science for Material Development of Society
- b) Impact of Science on Social Norms of the Society
- c) Impact of Science on Personal Development of Individual- Thinking and Scientific Attitude Development of

UNIT-II SCIENCE AT ELEMENTARY LEVEL/STATE

- a) Objective of Teaching Science at Elementary Level
- b) MLL in Science at Elementary Level
- c) Pedagogy of Science at Elementary Level-Focus on Constructivist Approach
- d) Physical and Biological Environment of Children-A Source of Content in School Syllabus

3.DES- II Analysis and Interpretation of Data (Qualitative)

BLOCK 1 Introduction and Approaches the Qualitative Data

UNIT I Introduction to qualitative data analysis

Theory and approaches to analysis in the design of qualitative research studies in social science for use in studying educational problems and topics and inventory of data.

UNIT II Approaches to Qualitative Data

Narrative analysis, Phenomenological, Ethnomethodological, Conversation analytic, hermeneutic, Naturalistic

Block 2 Qualitative Data: Assessment and Formulating

UNIT I Qualitative Data Assessment

Credibility, authenticity, reliability and validity: observational field notes, interview and questionnaire transcripts, public and private documents and other participant artifacts, and film, tape and photograph records.

UNIT II Formulating and Analyzing Qualitative Data

- Analytic units and categorization of data
- Sequential selection methods
- Generating relationships from qualitative data
- Computer application for qualitative analysis

3.DES. III BUILDING DISCOURSE IN EDUCATION

Block 1 Investing Schooling and illuminate the nature of Teaching Learning

UNIT-I

Investigating schooling and the relationship between social structures and practice within them. Social structure, in this case, social class, as the key determinant of what happens in school. As agent for the reproduction of social stratification and inequity. How are teachers' work is portrayed, what agency they may have, and how change in education is conceived.

UNIT-II

Illuminate the nature of teaching and learning; determinants of effective teaching and learning, ways in which teaching-learning is represented and the adequacy of the representations of instructions in existing disciplinary accounts; participate in new communities of discourse. Examine, analyze what is constructed as the curriculum, discourse, relations, and culture of the class.

Block 2 Inquiry Through reading and Professional Education and Foundation.

UNIT-I

Inquiry through reading, principal and subsidiary arguments; conceptual terms, assumptions, evidence and methods used; strengths and weakness of the author argument; accounting for differences

UNIT-II

Relationship between professional education and the foundations of schooling.

3.DES – VI Educational Administration & Management (CBCS)

Block 1 Fundamentals of Educational Management

Educational Administration & Management

Unit I Educational Management: Concept of management, development of modern concept of educational management, Quality Management in educational Institutes.

Unit II Educational Agencies, Role of Centre & State in Education, Centre state Relation in Education.

Block 2 Constitutional Provision for Education and Educational Planning

Unit I Constitutional Provision for Education: Decentralization of management of Education, Role & Responsibilities of Panchayati Raj, VEC, strength and weaknesses of these systems and suggestions for improvement.

Unit II Educational Planning: meaning and nature, Approaches to Educational Planning, Institutional Planning, School Mapping, decision Making in Educational Institutes

3DES – V Information Technology in Education

Block 1 Introduction to Information Technology

Unit-I Information technology:

-concept, need and importance

-ICT in Education Policy, current policy initiatives in ICT

The place of ICT in the school curriculum,

The role of ICT in everyday life, and the relationship between technology, culture and education development.

Unit-II Historical development of information technology and
different facts of information technology

Block 2 Role of Information Technology in Teaching Learning.

Unit-I Web.2.0 and Internet for educational purposes:

Use of ICT in Self Learning; Distance learning, Virtual
schools and colleges, Educational web sites

Unit-II Recent innovations such as mobile computing open content, electronic books, simple
augmented reality and its implications for classroom teaching and learning.

Designing and Implementing Learning through ICT

steps in the process of development

criteria for evaluating the ICT implantation in education

SEMESTER – IV

4.DES-1 language Education

The Pedagogy of Language

Block 1 Nature and Theories of Language

UNIT-I Nature of Language

a) Language and Thought/Mind

b) Language and Communication: Human and Non Human Communication: Features
of Human Communication.

UNIT-II Language acquisitions

- a) language and society
- b) Theories of language teaching:
Sociolinguistic and psycholinguistic

Block 2 Language: Curriculum, Equipment and Evaluation

UNIT-I Language and Curriculum

- a) Place of language in School Curriculum
- b) Multilingualism and School Education
- c) Linguistic and language Teaching
- d) Error analysis.

UNIT-II Language aids and equipment

- a) Textbooks (language and other subjects)
- b) AV Aids
- c) ICT
- d) Selection and Gradation of Materials

UNIT-III EVALUATION

Taxonomy of tests: discrete point and integration tests. Communicative testing.

Participatory evaluation. Feedback into curriculum.

4.DES-1 Social Science Education

Block 1 Social Science: Concept and Approaches of Learning

UNIT-I SOCIAL SCIENCE AT SECONDARY LEVEL

- a) Concept of Socialization
- b) Conceptual Understanding of Subject (History, Economics, Political Science, Geography)
- c) Pluralistic Society and Text books (Social Science)
- d)
- e) Scientific Inquiry of Social Science.

UNIT-II APPROACHES OF LEARNING SOCIAL SCIENCE

- a) Separate Subject Approach
- b) Integral Approach
- c) Inter-disciplinary Approach

Block 2 Higher Level and Trends and Issues in Social Science

UNIT-I SOCIAL SCIENCE AT HIGHER LEARNING

- a) Social, Cultural and Analytical Skills of Society.
- b) Social Science for Sustainable Development
- c) National Agencies and Research Centers

UNIT - II LATEST TRENDS AND ISSUES IN SOCIAL SCIENCE

- a) Building sensitivity in the individuals regarding Environmental Issues.- both Physical and Social
- b) Peace Education – Issues related to Social Sciences.
- c) Education for the Disadvantaged group.

4.DES-II Analysis and Interpretation of Data (Quantitative)

Block 1 Assumption and analysis

Unit- I: Inferential Statics- Parametric & Non Parametric: Assumptions & Characteristics Characteristics, precision simple randomized, treatment level, treatment subject.

UNIT- II: Use of SPSS (Practical)

4.DES-III Building Discourse in Education

Course Focus and Purpose:

The second parts of the course builds on Part I, by introducing contemporary approaches and concepts of educational discourse. Specific issues and structural effects on present-day schooling are explored. Both global and local structural effects are explored, drawing on interdisciplinary understanding including law, public policy, history, political theory among others.

The core questions for this part are:

1. How can we map teacher and student practices that impact present-day schooling?
2. How do they impact on children's right to education?
3. What are the ways forward, for educators, teachers and students?

4.DES – IV INCLUSIVE EDUCATION (CBCS)

Block 1 Historical Perspectives and Disabilities Differently of Special Education.

Unit I: Historical Perspectives of Special Education

- 1.1 Historical Development in India and Abroad
- 1.2 Evolutionary process in attitude change towards persons with special needs.
- 1.3 Philosophical, Psychological and Sociological Perspectives of Special Education.

Unit II: Overview of Different Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and Neurological Impairment, Mental Retardation, Learning Disabilities, Giftedness and Autism

Block 2 Identification and Schools and Teaching Strategies for Disabilities.

Unit I: Identification, Causes and Preventions of the following Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and
Neurological Impairment, Mental Retardation, Learning Disabilities, Giftedness and Autism

Unit II: Teaching Strategies for the following Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and
Neurological Impairment, Mental Retardation, Learning Disabilities,
Giftedness and Autism

4.DES – IV Practical in ICT

1. Prepare a Power point slide show on a school topic for any class with 30 slides on a school topic. **10Marks**

OR

Design a Web page on a topic of your choice for enriching the lesson

2. Paint applications: Prepare pictorial chart or digital photograph **5 Marks**
3. Use Internet for teaching, learning and research.(Use Internet for e-mailing, chatting, Blog etc.) **10Marks**
4. Observation of at least one School lesson to identify Psychological and Environmental Barriers occurring during communication & analyze the reasons for the occurrence. **5 Marks**
5. Local visits (i)Printing press (ii)Photography studio (iii) Resource centre/ EMRC/ MKCL/ Electronic Shop/AIR. **10 Marks**
6. Prepare a programmed Instruction material and evaluate it by trying out in the school in any school subject **10 Marks**

OR

Prepare a teaching strategy on a selected unit at school level by identifying and integrating media and community resources.

COUNSELLING SESSION

Counseling sessions are held at the Learner Support Centre normally on weekends within the general academic scheduled of the Programme. **It may be noted that the counseling sessions are not conventional classroom teaching. Lectures will be largely based on discussions which will help to overcome difficulties faced by the candidates while going through the SLMs.**The detailed schedule of the counseling sessions will be available on the University Website : <https://www.jmi.ac.in/cdol/cschedule>.

Counseling session will be organized in all theory / practical courses. There will be 7 counseling session of 2 hours each. Attending the counseling session is not mandatory, nevertheless is always in the interest of learner to attend these session.

SMS ALERT

The CDOL, JMI has an SMS Alert Service, wherein a student gets connected with the Centre by receiving messages such as updates regarding academic activities pertaining to their Programme. However, students are advised not to depend completely on SMS rather they should remain in touch with their respective Learner Support Centre continuously for any updated information. Further, they should follow the Academic Calendar provided to them for the current academic year.

ACADEMIC CALENDAR

The academic calendar provides important dates and other relevant information corresponding to activities such as Counseling, Assignments, and Examinations etc. **Try to keep an eye on the important dates given in your academic calendar for different activities. You can view and download your academic calendar from JMI website – <https://www.jmi.ac.in/bulletinboard/academic-calendar/cdol> as well as on the notice board of Centre for Distance and Open Learning / Learner Support Centres.**

LEARNER SUPPORT CENTRES

The Learner Support Centre to which you have been admitted will remain your Learner Support Centre till you clear all components of the programme during maximum from duration of the programme. No student would be permitted to change his/her Learner Support Centre at any point of time. All the activities related to Counselling, Assignments and Semester End Examinations will be held at the Learner Support Centre only. However, the CDOL, JMI reserves the right to discontinue/change the Examinations/ Learner Support Centre at any point of time as it deem appropriate.

EVALUATION SYSTEM

Assignments

Assignments are a part of continuous evaluation system. The submission of assignments is compulsory. Assignments of a course carry 25% weightage in terms of marks

Assignments are designed in such a way as to help you concentrate mainly on the printed course material (SLM). However, access to other books and sources will be an added advantage in your academic pursuits.

Assignments should be hand written. Typed or printed assignments **shall not be** entertained.

Semester End Examinations

Semester End Examination is the major component of the evaluation system and it carries 75% weightage in final result.

Declaration of Result

To pass a Programme under distance mode, a candidate must obtain:

- (a) at least 40% marks in each component of theory papers i.e. in assignments and Semester Examination, separately;
- (b) an aggregate of at least 50% marks based on all theory papers and assignments, to obtain the degree;
- (c) If a student fails to qualify any component of a paper or a course he/she can repeat the same during the subsequent Semester, up to the maximum duration provided for the Programme from the date of registration; and

(d)

Division

On the basis of the marks obtained, division will be awarded in the following way:

- (i) Distinction to those who obtain 75% marks or more in the aggregate.
- (ii) First division to those who obtain 60% marks or more in the aggregate.
- (iii) Second division to those who obtain less than 60% marks in the aggregate
But not less than 50% marks.
- (iv) Third division to those who obtain less than 50% marks in the aggregate
but not less than 40% marks.

Grace Marks: A maximum of three (3) grace marks shall be given only to those students who by obtaining them are able to either pass the examination or improve to get a division. Only minimum grace marks as required shall be awarded. The grace marks awarded shall be counted in Grand total.

Table: Renewal and other Fee applicable for M.A. Education (Distance Mode)

Sl. No.	M.A. Education (Distance Mode)	Fees/Charges (Rs.)
1.	Programme/Renewal Fees (to be paid for final Year)	12000/-
2.	Submission of Assignments with late fees up to the maximum period of 4 weeks	100/- (Per Assignment)
3.	Submission of Assignments in the following years (In case of absence/fail if any)	200/- (Per Assignment)
4.	Submission of Semester End Examination form with late fees up to 4 weeks.	250/-
5.	Submission of Semester End Examination form with late fees beyond 4 weeks up to the next 4 weeks.	600/-
6.	Re-appearing in Semester End Examination (In case of absence/fail/improvement)	500/- (Per paper/course)
7.	Re-Registration Fee*	3600/-
8.	Provisional Certificate	50/-
9.	Migration Certificate	50/- (after passing exam)
10.	Migration Certificate	200/- (before passing exam)

11.	Duplicate Statement of Marks (Attach a copy of FIR)	200/-
12.	Duplicate Identity Cards (Attach a copy of FIR)	200/-
13.	Change of Address in ID Card	50/-
15.	Change of Programmes / Papers after collecting SLM however before the commencement of Semester End Examinations.	1500/- per programme /paper

Note: * If a candidate fails to appear in any of the prescribed components of the Programme within the stipulated period of 2 years (4 Semester)and desires to continue the Programme after the lapse two years he/she should re-register for the Programme by depositing the above mentioned re-registration fee. The Fee once paid will not be refunded or adjusted under any circumstances.

All the fees/charges wherever, applicable will be payable only in the form of **demand draft** drawn in favour of **Jamia Millia Islamia** payable at **New Delhi**.

All the aforesaid fee is subjected to revision during the academic year as per University rules.