

Centre for Distance and Online Education
Jamia Millia Islamia
New Delhi-110025
Programme Project Report

MASTER OF ARTS (EDUCATION)

1. Programme's Mission and Objectives

Significance:

Centre for Distance and Online Education, Jamia Millia Islamia has introduced the M.A-Education (distance mode) Programme, keeping in mind the heterogeneous nature and varied needs the 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 enables 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 and 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.

Mission:

The aim of this programme offered by the Centre for Distance and Online Education (CDOE), Jamia Millia Islamia is to provide inclusive, equitable, and quality postgraduate education in the discipline of Education through the distance learning mode by enabling diverse learners to acquire advanced knowledge, professional competencies, research capabilities, and

leadership skills for contributing effectively to educational practice, policy, and societal development.

Objectives:

- **To provide accessible and flexible higher education** to learners from diverse socio-economic, geographical, and professional backgrounds, particularly those unable to pursue conventional higher education.
- **To develop a comprehensive understanding of the discipline of Education**, including its philosophical, sociological, historical, psychological, and contemporary foundations.
- **To strengthen professional competencies** required for teaching, teacher education, curriculum development, educational administration, academic leadership, and educational planning.
- **To develop research aptitude and evidence-based inquiry skills** to enable learners to undertake educational research and contribute to knowledge generation and policy formulation.
- **To provide opportunities for specialization** across different stages and sectors of education, including early childhood, school, higher, adult, and lifelong education.
- **To enhance learners' capacity to analyse, design, implement, and evaluate educational programmes, curricula, and pedagogical practices** for improving educational quality and learner outcomes.
- **To prepare competent education professionals** capable of contributing as teachers, teacher educators, curriculum developers, textbook writers, educational administrators, policy analysts, researchers, and educational leaders.

2. Relevance of Programme with HEI Mission and Goals

The M.A.Education programme offered by Centre for Distance and Online Education, Jamia Millia Islamia is closely aligned with the mission and goals of the Higher Education Institution (HEI). It promotes inclusive, equitable, accessible, and quality higher education. The programme reflects the University's commitment to democratizing education by extending learning opportunities to diverse groups of learners, including working professionals, teachers, women, rural learners, differently abled persons, and those who are unable to pursue regular classroom-based education.

The programme contributes to the goals of promoting academic excellence, innovation, research, and community engagement by developing post graduates as academicians who can critically analyse educational issues, undertake evidence-based research, contribute to curriculum development, improve teaching-learning processes, and participate effectively in educational

planning, administration, and policy formulation.

It aims to prepare competent educators, teacher educators, curriculum specialists, researchers, educational administrators and academic leaders.

3. Nature of Prospective Target Group of Learners:

The programme is designed for a diverse group of learners including:

- Graduates and Post Graduates in any discipline.
- Working professionals aiming for career advancement.
- Learners from rural and urban backgrounds.
- Women learners seeking flexible education opportunities.

4. Appropriateness of Programme for ODL/Online Mode

The M.A in Education programme is highly suitable for ODL/Online delivery due to its conceptual and applied nature.

- Education subjects can be effectively taught through digital online learning platforms.
- Flexible learning allows students to balance study with work and personal responsibilities.
- Structured and interactive teaching through online and in ODL mode leads to effecting learning.
- Variety in assessment through internal assessment enhances achievement of learning outcomes.

5. Instructional Design:

The instructional design of the programme includes:

Curriculum Structure:

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 (Any 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

Teaching-Learning Methods:(OL & ODL mode)

- Self-Learning Materials (SLMs) (in hardcopies for ODL learners and softcopies for OL learners)
- Online and face to face counselling sessions
- Video tutorials, recorded lectures, reference material
- Case studies, assignments, project work and dissertation.

Digital learning Platforms:

- Google Classroom:
 - ✓ *as a central platform for content and SLM sharing*
 - ✓ *For learner and facilitators interaction/communication*
 - ✓ *Dissertation, Projects and Assignment submission as well as their evaluation*
- Google meet for counselling sessions and student-teacher interaction

Credit System:

- Credit-based curriculum aligned with UGC guidelines

Student Support:

- Academic counseling sessions
- Mentoring, orientation and doubt-clearing sessions
- OERs as reference material

6. Admission, Curriculum Transaction and Evaluation:

Admission Policy:

- Minimum eligibility: Bachelors in any discipline.
- Reservation policy as per Government of India norms
- Transparent fee structure

Curriculum Transaction:

- Delivered through LMS, printed materials, and online sessions
- Academic calendar for structured learning
- Regular interaction between learners and faculty

Evaluation System:

- Internal Assessment: Assignments, Projects
- University Examination (UE)
- Practical/project evaluation where applicable

7. Laboratory Support and Library Resources

- CDOE library (journals, books, dissertations)
- Study materials in print and digital formats

8. Cost Estimate of the Programme**The financial structure of the programme includes:**

- Curriculum and content development cost
- LMS development and maintenance cost
- Faculty and academic counselor remuneration
- Student support service cost
- Learning support centre cost.
- Examination and evaluation cost
- Administrative and operational expenses

Fee Structure

Rs. 13000/- (Thirteen Thousand) per annum (Two Semesters of each year) to be paid at the beginning of each academic year. The duration of the programme is 02 years(4 semesters) and maximum 04 years(8 semesters)The medium of instruction is English

9. Quality Assurance Mechanism and Expected Programme Outcomes**Quality Assurance Mechanism:**

- Monitoring by Internal Quality Assurance Cell (IQAC)
- Regular curriculum review and updates
- Feedback from learners, faculty, and subject matter experts
- Continuous improvement of learning materials and delivery methods
- Compliance with UGC-DEB regulations

Expected Programme Outcomes:

After completion, learners will be able to:

- Demonstrate advanced knowledge of Education as a discipline
- Analyse educational issues and policies
- Conduct educational research
- Design and evaluate curricula, instructional strategies, and learning resources
- Contribute to educational innovation, policy development, and professional practice as teachers, teacher educators, curriculum developers, researchers, educational administrators, policy analysts, and academic leaders.