



Centre for Distance and Online Education (CDOE)
Jamia Millia Islamia
New Delhi
M.A. (EDUCATION)
Programme Guide
2022-23



MESSAGE FROM CDOE

Dear Students,

It is a pleasure welcoming you to Jamia Millia Islamia for the Online Mode M.A Education Programme being offered at the Centre for Distance and Online Education.

Education, needless to reiterate, is a *sine qua non* for the growth of a nation and personality development of its citizens. Distance education is one of the many multi-pronged instrument adopted to promote literacy across India. It aims not just at fostering social mobility and lifelong education but also at upholding the core values of the Indian Constitution and society, that is, democracy, secularism, social justice and equality of opportunity.

Jamia Millia Islamia in its endeavor to endorse and promote these values and advance literacy, has pledged to take education to the doorsteps of the learners.

We wish you success in your educational endeavors.

Prof. Jessy Abraham
Hony. Director

CONTENTS

	Page No.
1. About the Programme	1
Introduction of the Programme	1
Duration of the Programme	1
Medium of Instruction	
Programme Fee	1
Brief Program Structure	2
Detailed Program Structure	4
2. Counselling Session	18
Mode of Instruction	19
3. Academic Calendar	19
4. Learner Support Centre	19
5. Evaluation System	20
Assignments	20
Semester End Examinations	20
Semester End Examination Form	20
Semester End Examination Date-Sheet	21
6. Semester End Examination Result	21
Declaration of Result	21
Grievance Committee	22
Promotion to the next year of the Programme	22
Re-evaluation of Answer Scripts	22
Improvement of Result	22
7. General Regulations	23
9. Forms	

PROGRAMME COORDINATOR

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Assistant Professor(Education)

Centre for Distance and online Education

Jamia Millia Islamia, New Delhi

1. ABOUT THE PROGRAMME

Introduction of the Programme

Centre for Distance and Online Education has introduced the M.A-Education (online 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.

Duration of the Programme

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

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

Medium of Instruction: English

In this programme of study, the medium of instruction is English. The distance education programme delivery system includes the multi-media approach, i.e., self-learning print material, audio/video components, and assignments, counselling sessions, practical work, discussion forums and workshops. The self-learning Material and assignments in the programmes will be primarily available in English. The self-instructional material for both theory and practical components for each programme of study is provided to the learner. It is supplied to each learner in the form of blocks and units. For the Post Graduate programmes, the question paper will be in English only. The SLM will be provided in English and Question paper & Assignment will be provided only in English. Students can attempt their assignments and Term-End/Semester End Examinations papers either in English, Hindi or Urdu. The Audio and Video Programmes are supplementary, meant for clarification and enhancement of understanding in various courses of the Programme. These are used during Counselling and workshop sessions at the Learner Support Centres.

Programme Fee Rs. 12000

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

Brief Programme 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

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

SEMESTER – IV

Specialized Paper- 4.DES-I

Subject Code	Subject Title	Credits	Evaluation Scheme		
			Theory	Assignment	Total
4.DES-IA	Language Education	4	75	25	100
4.DES-IB	Social Science Education	4	75	25	100
4.DES-IC	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 (Quantitative)	4	75	25	100
4.DES-III	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.
- Unit 3 : 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

Unit 1: 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

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.
c) Technology Literacy – Visual, Audio, Media and Meaning, Importance and development of each.
- Unit 5 Learning theories and Integration and Learning
a) Skinner
b) Gagne
c) Burner
d) Ausbel
e) Merril

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

Unit 1 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. Syyedan, 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 3 Motivation

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

Unit 4 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 1 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 2 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 3 Evaluation of Curriculum: Scientific and humanistic (Qualitative & Evaluation Naturalistic) Intended Vs Goal free Evaluation, Inductive & Deductive Evaluation Models

Unit 4

- 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 1 Descriptive Statistics

- a) Measures of central Tendencies
- b) Measures of Variability
- c) Measures of Correlation

Unit 2 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 3 Inferential Statistics (Non-Parametric)

- a) Chi-square
- b) Median Test

Unit 4 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 1 Introduction

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

Unit 2 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 3 Educational Guidance

- a) Guidance and Curriculum
- b) Guidance and Classroom learning
- c) Guidance and special Groups: Gifted, Backward, Underachievers and Dull. Unit 4

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 – IA LANGUAGE EDUCATION

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-III PEDOGOGY OF LANGUAGE

- (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-IV LANGUAGES-AIDS ANDEQUIPMENTS

- (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-V EVALUATION

- (a) Comprehensive and Continuous Evaluation in Language
- (b) Construction of Achievements Texts 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 – 1B SOCIAL SCIENCE EDUCATION

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

INATURE & 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-III: 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-IV EVALUATION

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

3.DES – 1C SCIENCE EDUCATION

Block 1 Science Education, Nature Concept and History.

UNIT I - SCIENCE AND IT'S 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-III - 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-Development of Thinking and Scientific Attitude

UNIT-IV - 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 1 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 2 Approaches to Qualitative Data

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

Block Qualitative Data: Assessment and Formulating

UNIT 3 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 4 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-III

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-IV

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

Unit 2 Educational Agencies, Role of Centre & State in Education, Centre state Relation in Education.

Block2 Constitutional Provision for Education and Educational Planning

Unit 3 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 4 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-1: 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-2: Historical development of information technology and different facts of information technology

Block 2 Role of Information Technology in Teaching Learning.

Unit-3: Web.2.0 and Internet for educational purposes:

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

Unit-4: Recent innovations such as mobile computing open content, electronic books, simple augmented reality and its implications for classroom teaching and learning.

Unit-5 Designing and Implementing Learning through ICT

-steps in the process of development

-criteria for evaluating the ICT implantation in education

SEMESTER – IV

4. DES-1A language Education

The Pedagogy of Language

Block 1 Nature and Theories of Language

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

- UNIT-IV Language aids and equipment
- a) Textbooks (language and other subjects)
 - b) AV Aids
 - c) ICT
 - d) Selection and Gradation of Materials

- UNIT-V EVALUATION
- Taxonomy of tests: discrete point and integration tests. Communicative testing. Participatory evaluation. Feedback into curriculum.

4.DES-1B 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) 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-III 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 – IV 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-1C Science Education

Block 1 Science: Approaches of Learning

UNIT-I Approaches of Learning Science

- (i) Constructivist Approach of Learning Science
- (ii) Innovative Science Curriculum at National and International Level
- (iii) Discovery Approach of Learning Science.

UNIT-I Science at Secondary Level

- (i) Objectives of Teaching Science at secondary Stage Bloom's Taxonomy .
- (ii) Methods of Teaching Science at Secondary Stage
- (iii) National Curriculum at Secondary Stage
- (iv) NCF 2005 – Focus on Teaching of Science
- (v) Assessment of Learning Science at Secondary Stage

Block 2 Higher Level Trends in Science

UNIT-III Science and Society

- (i) Science for Environment and its Protection
- (ii) Impact of Science on Society, Industries, Agriculture, Medicine, Electronics.
- (iii) Role of Science in Sustainable Development

UNIT-IV Science at Higher Learning

- (i) Problems related to Health, environment and Natural Resources
- (ii) Digital Interventions in Teaching and Learning of Science at Higher Education
- (iii) Digital Initiatives of GOI
- (iv) Trends in Science Education Research

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

Block 1 Assumption and analysis

Unit- I: Inferential Statics- Parametric & Non Parametric: Assumptions & Characteristics of Parametric and Non-Parametric test, ANOVA (one way & two way), ANCOVA, Errors: S, G, and R.

UNIT – II: Regression and Correlational analysis

Biserial, Point Biserial, tetrachoric, Partial and Multiple Correlation, Bivariate and Multiple regression analysis

Block 2 experimental Design and Practical Unit –

III : Experimental Design

Characteristics, precision simple randomized, treatment level, treatment subject.

UNIT- IV: 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

1: Historical Perspectives of Special Education

Historical Development in India and Abroad

Evolutionary process in attitude change towards persons with special needs.

Philosophical, Psychological and Sociological Perspectives of Special Education.

Unit 2: 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 3: 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 4: 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 & analyse 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.

2. 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.

In these sessions candidates must try to resolve subject related difficulties if any. Before you proceed to attend the counseling sessions, please go through your Self Learning Materials and identify of the points to be discussed. The detailed schedule of the counseling sessions will be available on the University Website : <https://www.jmi.ac.in/cdoe/cschedule>

Counseling session will be organized in all theory/practical courses. Attending the counseling session is not mandatory, nevertheless is always in the interest of learner to attend these session. However, the Centre has decided to conduct the Counselling Sessions through online platform so that students from the LSCs can also join the class. It also helps us to mitigate the expenditure, and also to impart the education to the learners from the far-flung areas. These sessions are taken by the senior faculty members of the University.

MODE OF INSTRUCTION

It is based on Self-Learning Study Material prepared and supplied by CDOE, besides counseling sessions and other exercises such as assignments etc.

3. 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 Online Education/Learner Support Centres.

4. 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 CDOE, JMI reserves the right to discontinue/change the Examinations/ Learner Support Centre at any point of time as it deem appropriate.

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. For your own record it is advisable to retain a copy of all the assignment responses.

You have to submit the Assignments to the Learner Support Centre on or before the last date of submission mentioned in the Academic Calendar.

Write your Name and Roll Number correctly and legibly on the Assignment booklet.

Getting pass percentage in assignments is mandatory. If you do not get passing marks in any assignment, you have to submit a fresh assignment in consultation with the Programme Coordinator. However, once you get the passing marks in an assignment, you cannot re-submit it for improvement of marks. For the online programmes, there is provision to submit the assignments. Usually, the Centre prefers the Google Classroom to submit the assignments.

Semester End Examinations

Semester End Examination is the major component of the evaluation system and it carries 75% weightage in final result. The students are required to fill the online Examination Form through online Examination portal.

Semester End Examination Date-sheet

Examinations Date-sheet will be uploaded on the website much in advance before the commencement of the Examination at https://www.jmi.ac.in/cdoe/examination_datesheet While submitting your Examination Form for the Semester End Examinations, it is your responsibility to check whether you are registered for the programme and eligible to appear for that examination. If any of the above requirements are found missing, your examination is liable to be cancelled.

6. SEMESTER END EXAMINATION RESULT

The evaluation consists of two parts (i) Assignments (ii) Semester End Examination. In the final result all the Assignments of a course will carry 25% weightage while 75% weightage will be given to the Semester End Examination.

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

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.

Grievance Committee

Committee Members

- a) V.C Nominee (Subject)
- b) Hony. Director
- c) Subject Expert from Concern Department.
- d) Academic Coordinator

Promotion to the next Semester of the Programme

- No candidate shall be permitted to move to the third semester if he/she has a backlog of more than 50% of the courses of the first and second semesters combined.
- The students will be declared successful for award of Degree only after clearing all theory papers and assignments required within the maximum time period inclusive of the year of admission. A student who does not appear in any component (Semester End Examination and assignments) in the minimum duration provided for the Programme, he/she will have to seek re-registration by submitting the prescribed fee through Demand Draft if he/she wishes to continue through the Programme.

Re-evaluation of Answer Scripts

No request for re-evaluation of the result declared in any course shall be entertained. However, the retotalling of marks of an answer book will be permitted on submission of an application along with the prescribed fee by the candidate to the Controller of Examinations.

Improvement of Result

A student may be allowed to appear in the Semester End Examination for improving his/her result provided that:

- A student may be allowed to improve his/her grade in any two of the courses in the next semester. However, the improvement of the odd/even semester course will be permitted in the next odd/even Semester End Examination only.
- Improvement examination will be held in Theory courses only.
- The appearance at such an examination in the course will be allowed only once. No further chance will be given under any circumstances.
- For the purpose of determining the final division/ grade, the grades obtained by the candidate in the improvement examination only will be taken into consideration.

7. GENERAL REGULATIONS

Programme Fee, Re-Registration, Late fee and other Charges

- Programme Fee: The Programme fee is payable in advance each year, irrespective of results through a demand draft drawn in favor of Jamia Millia Islamia, payable at New Delhi on or before the date fixed by CDOE, Jamia Millia Islamia. No refund of fees is allowed in any case.
- Re-Registration Fee: A student who does not appear in any component (i.e. theory and assignment) of the Programme during the minimum period and wishes to continue the Programme, then he/she will have to re-register by paying the prescribed re-registration fee; given in the table on next page.

- Late Fee: A student who doesn't submit his/her Assignments and Examination Form on time may submit the same with the prescribed late fee; and
- Candidates are required to intimate the relevant authorities, sufficiently in advance, if there is any change of address/mobile number etc.

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.

**Centre For Distance and Online
Education Jamia Millia Islamia, New Delhi
- 110025**

Admission Renewal Form

M.A. Education, Semester -III & IV

(Distance Mode) Session

Roll No.

Enrolment No.

Name of the Learner Support Centre

Learner Support Centre Code No.

Name of the Candidate

(Block Letters)

Father's Name & Address.....

.....

.....Mob.....

I wish to take admission in Year

Name of Course

Subject Code 1. 2. 3.

4. 5. 6. 7.

Mobile No.

.....

(Date of Submission)

.....

(Signature of the Candidate)

The Candidate has been promoted to And the fee of Rs has
been deposited through DD No. Date Bank
.....

.....
(Signature of the Programme Incharge)

.....
(Signature of the Verifying Officer)



Centre for Distance and Online Education

JAMIA MILLIA ISLAMIA

(A Central University by an Act of Parliament)

Distance Mode

Application Form for Re- registration

(Particulars should be filled in by the Candidate in his/her own handwriting)

The Hony. Director
Centre for Distance & Online Education
Jamia Millia Islamia
New Delhi-110025

Affix an attested
photograph

Sir,

I seek re-registration to the programme.....(Distance Mode),
Session As I could not appear in any component in the Semester
..... Session.....

I certify that I am the same person who took admission in this programme in
session.....

Yours Faithfully
(Signature of the Applicant)

Re-registration fee Rs. by DD No..... Drawn on
Bank Dated is enclosed
herewith.

Particulars

Candidate's Name (in Block Letters)
Candidate's Name in Urdu or Hindi:
Father's Name: (in Block Letters):
Father's Name in Urdu or Hindi :
Present Postal Address :
..... Phone No.
Name of the Programme Admitted..... Semester Year
Roll No. Enrolment No.
Programme Centre Code & Name

(For Office Use Only)

Received application form of Ms/Mr Roll No.
for re-registration to the programme(Distance Mode) Session
DD No. Bank Date.....of
Amount

**Centre for Distance and Online
Education**

Dated



**Centre for Distance and Online Education JAMIA
MILLIA ISLAMIA**

(A Central University by an Act of Parliament)

Distance Mode

APPLICATION FOR RE-EVALUATION OF ANSWER SCRIPT(S)

(Particulars should be filled in by the candidate in his/her own handwriting)

- A. Name of candidates (in Block letters)
 Roll No. Enrolment No.
 Name of the Programme/Exam..... Part..... (Annual
 200..... Particulars of papers in which Re-evaluation is required is given below:
- | | <u>Course/Paper</u> | <u>MARKS</u> | <u>Aggregate</u> | <u>Result</u> |
|----|---------------------|-----------------|------------------|---------------|
| | (see Paras 5&12) | Obtained out of | | |
| 1. | | | | |
| 2. | | | | |

Note: Original Statement of Marks (Marks-sheet) together with a Photostat copy should be attached herewith.

B. DECLARATION:

- (i) I have carefully read ordinance regarding re-evaluation and I agree to abide by the same.
- (ii) I also undertake to accept the final result to be declared by the Controller of Examinations, Jamia

Date Signature of Candidate

Present Address

.....

.....

- C. Amount of Fee of Rs.paid Vide Receipt No./DD No Name
 of the Bank Date(Receipt/DD attached)
 (see Paras 1, 3 & 6 printed-verleaf)

Received application form of Mr./Ms.
 Class.....(Distance Mode) for Re-evaluation.

Date

For Controller of Examination



Centre for Distance and Online Education

JAMIA MILLIA ISLAMIA

(A Central University by an Act of Parliament)

APPLICATION FOR CERTIFICATE

The Controller of Examination
Jamia Millia Islamia, New Delhi -110025

Sir,

I request you to please issue me the Certificate mentioned below. I certify that I am the same candidate who appeared at the following examination. My signature and particulars given below are attested by the Programme Incharge / Director, Centre for Distance and Open Learning / Gazetted Officer.

Yours faithfully,

.....
CANDIDATE

PARTICULARS

1. Candidate's Name.....
(in Block Letters)
2. Candidate's Name in Hindi or Urdu.....
3. Father's Name.....
(in Block Letters)
4. Father's Name in Hindi or Urdu.....
5. Present Postal Address.....
.....Phone / Mobile No.....
6. Name of the Examination.....Semester.....Year.....
7. Roll No.....Enrolment No.....Previous Enrolment No if any.....
8. Date of admission (in the Centre for Distance and Open Learning).....
(To be filled when the Migration Certificate is required)
9. Certificate Required

.....
Attested by the Director, Centre for Distance and Online education/ The Programme Incharge / Gazetted Officer (Office Stamp)

**NOTE: FOR PROVISIONAL/MIGRATION, PLEASE ATTACH A
PHOTOSTATE COPY (ATTESTED) OF THE MARKSHEET OF
FINAL EXAMINATION**

Received the Certificate mentioned above

.....
CANDIDATE

Amount of Fee of Rs.paid Vide Receipt No / DD No.....Name of the
Bank.....Date.....(Receipt/DD attached). I authorize.....
..... to collect my..... Certificate.

The Specimen Signature of Messenger is given below:

.....
Specimen Signature of Messenger

.....
CANDIDATE

Received application form of Mr./ Ms.....Class.....(Distance
Mode) for..... Certificate.

Date.....

For Controller of Examination

FEES FOR ISSUING MIGRATION, PROVISIONAL & OTHER CERTIFICATES

	RUPEES
1. PROVISIONAL CERTIFICATE	50
2. DUPLICATE MARKSHEET / MIGRATION / PROVISIONAL (For above – mentioned Duplicate Certificate attach a copy of F.I.R)	200
3. MIGRATION CERTIFICATE	
a) After passing the examination for which the applicant was studying	50
b) Before passing the examination for which the applicant was studying	200

4. CHANGE OF NAME:

A student applying for change of his/her name in the Register of students shall submit his/her application to the Controller of Examinations accompanied by:

- a) The prescribed fee Rs. 150/- by demand draft.
- b) An affidavit relating to his / her present and proposed name, duly sworn in the presence of a Magistrate by himself/herself.
- c) A publication from a newspaper in which the proposed change of name has been advertised. However the provision relating to publication shall not be applicable in case where a woman candidate is wanting to change her name following her marriage.

The Examination Committee on considering such applications and taking decisions thereon shall report to the Majlis-I-Talimi (Academic Council)

		Minimum Time required (working days)
i) Provisional Certificate	-----	20 days
	-	
ii) Migration	-----	20 days
	-	
iii) Duplicate Marksheet	-----	20 days
	-	
iv) Change of Name	-----	6-7 days
	-	

5. TIME REQUIRED FOR PREPARATIONS/ISSUE OF THE MARK-SHEET/CERTIFICATE PROVIDED ALL OTHER REQUIRED DOCUMENTS ARE ATTACHED.

- Note:**
- a) Old cases of more than 3 years will require more time.
 - b) Students must fill separate forms and attach separate Demand Drafts for each certificate to be issued.
 - c) Demand Draft of an appropriate amount per certificate etc. should be in favour of “**Jamia Millia Islamia**”. and payable at New Delhi . Please send all the documents and demand draft for the required certificates to “**The Controller of Examinations, Jamia Millia Islamia, Jamia Nagar, New Delhi-110025**”.

d) Postal Charges: If the Certificate Marksheets etc is required by post, then you must send your form accompanied by a self-addressed envelope bearing Indian Postal Stamps of Rs. 30/- Only.



Centre for Distance and Online Education
JAMIA MILLIA ISLAMIA
(A Central University by an Act of Parliament)

Distance Mode

FOR ISSUE OF DEGREE/DIPLOMA/CERTIFICATE

The Controller of Examination
Jamia Millia Islamia,
New Delhi-110025

Sir,

Affix an attested
photograph

I request you to please issue me the Degree/Diploma/Certificate mentioned below. I certify that I am the same candidate who appeared at the following examination. My particulars are as follows

1. Candidate's Name.....
(in Block Letters)
2. Candidate's Name in Hindi or Urdu.....
3. Father's Name.....
(in Block Letters)
4. Father's Name in Hindi or Urdu.....
5. Mother's Name.....
6. Present Postal Address.....
.....Phone / Mobile No.....
7. Name of the Examination.....Semester.....Year.....
8. Roll No.....Enrolment No.....Previous Enrolment No if any.....

Previous Enrolment No if Yours Faithfully,
any.....

Verified from the records and certified that Mr./ Ms.....
whose signature & photograph are attested above, has signed In my presence (Signature of Candidate)
and is a genuine candidate. He/She has no dues.

Signature with Seal
Dean/Principal/Headmaster/Director (Concerned)

Received the Degree/Diploma/Certificate

Candidate/Messenger Signature with date

I authorize.....to collect my above mentioned Degree/Diploma/Certificate.

The Specimen Signature of Messenger is given below:

Specimen Signature of Messenger

(Signature of Candidate)

(See instruction overleaf)

INSTRUCTIONS

1. Attach photocopies of marks sheets of all years examination (passed) (in case of improvement, attach a photocopy of improved marksheet).
2. If the course is completed in more than minimum duration of course, attach photocopy of the combined marks sheet.
3. Photocopy of notification in case of Ph.D. Degree
4. The Candidate / Messenger must show his /her Identity at the time of receiving the degree/diploma/certificate.

Issue of Duplicate Degree / Diploma / Certificate:

Duplicate degree/diploma/ certificate can also be obtained on submitting an application alongwith the following:

1. An affidavit signed and certified by the First Class Magistrate
2. Cutting from the leading newspaper showing that the original has been lost or destroyed, or submit defaced/remaining portion of degree/diploma/certificate.
3. Prescribed fee of Rs. 100/-

Time required for preparation/issue of the certificate provided all other required documents are attached.

Degree / Diploma / Certificate

30days

Duplicate Degree / Diploma / Certificate

60 days

Note : Old cases of more than 5 year will require more time.

I have read all above mentioned instruction carefully. I will abide by the rules and regulations or any instructions given by Examination Department.

.....
Signature
Candidate / authorized person



Form 'A'

Jamia Millia Islamia, New Delhi

Particulars of Forms A, B & C to be filled in by the candidate in his/her own handwriting

Examination: (Distance Mode) Semester I/II/III/IV
Year.....

The Controller of Examination
Jamia Millia Islamia
New Delhi - 110025

Sir,

I request you to permit me to appear at the examination noted above. The examination fee has been deposited. I declare that I have not been debarred by any University or Board from taking any examination during the above mentioned year and that the entries made by me on the forms A, B, & C (attached) are true to the best of my knowledge and belief. I agree to abide by the Statutes, Ordinances and regulations existing and amended from time to time.

Yours Faithfully,

Candidate's signature (in full)

Date

Roll No.

Enrolment No.

LSC Code No.....



Photo & Signature to be attested by
the Hony. Director Centre for Distance
& Open Learning, Jamia Millia Islamia

Course in which he/she wishes to be examined (Mentioned option of Courses, if any). Title of Courses

Course Code	Course Title

Specimen signature of the candidate (in full).....

1. Name of the Candidate

(BLOCK LETTERS)

2. Date of Birth (in words).....

3. Place of Birth.....Nationality.....

Town Distt. State

4. Father's Name.....Occupation.....

5. Address (Present).....

..... 6. Enrolment No.....Medium of

Examination.....

7. Whether you belong to SC/ST/PH.....

Declaration:

I hereby solemnly affirm that I have submitted/will submit all the required number of assignments prescribed for the above course(s) within the deadlines prescribed by the University, to the appropriate authority for evaluation.

I am aware that submission of assignments prescribed for these courses is a pre-requisite for taking Term-End-Examination. In case my above statement regarding submission of assignment is found to be untrue, the University may cancel the result of my above mentioned Term-End-Examination and I undertake that I shall have no claim whatsoever in this regard. I also undertake that I shall abide by the decision, rules and regulations of University. I have signed this undertaking on this..... day of.....

Signature of the Candidate.....

Declaration:

I hereby declare that all the entries made in the form and copies of documents attached herewith are correct to the best of my knowledge. If any falsification is found in this connection, the Jamia Millia Islamia has the right to cancel the examination at any time.

.....
Signature of Candidate

.....
Signature of Father/Mother/Guardian

CERTIFICATE

Certified that the above named student is a Distance Mode student. His /her conduct is satisfactory and that he/she is eligible to appear at the examination noted above. The information furnished by him/her on Forms A, B and C is correct. Photographs & Signatures of the candidate on forms A, B and C are attested.

Date

.....
Hony. Director
Centre for Distance & Online Education

To be filled if applicant:

Fee of Rs..... paid vide DD No..... Name of the
Bank..... Date..... DD is attached.

Note: Required for Clear-Remaining/Improvement of Result papers etc. Please read Programme Guide for fee and rule.

(c) Order of the question papers given in the date sheet shall not be guaranteed. (d) Read carefully and follow the 'Instructions for Candidates' (Printed overleaf)

INSTRYCTION TO CANDIDATES FOR 4BNATION
(EhBfnance X Para 30, 31)

- 30.1 The doors of the Examinations Hall shall be opened half an hour before the subsequent days
- 30.2 Examination Hall. The candidate arrives not later than 30 minutes after the time fixed with the permission of Superintendent of Examination. No candidate shall be allowed
- 30.4 The candidate shall strictly obey and follow all the instructions given to them from time University connected with the Examinations
- 30.5 Examination Central /Hall and shall not in any such not as misbehaviour / noisence Examination
- 30.6 No candidate shall be allowed to leave the Examination Hall, until an hour has cleared the invigilator, unless he/she has handed over answer book to the Invigilator concerned.
- 30.7 to hand over their answer book to the invigilator concerned
- 30.10 A candidate appearing at an Examination shall give a specimen signature for purpose of
- Use of Unfair means / Misbehaviour
- 31.1 No candidate shall bring with him/her in the Examination Hall any book, paper, notes information is the Examination Hall
- 31.1 No candidate Shall move or write any thing on the blotting paper or Question Paper or Examination.
- 31.4 Any candidate, detected cheating or making use of any dishonest or unfair means in connection with an Examination shall be reported to the Controller of Examinations by the Superintendent of Examination or through him by an Invigilator or an Official of the University is the may be. The Controller of Examinations shall place the aforesaid matter before the Examination Committee for consideration, which may if satisfied that
- 31.6 Any candidate bringing any book, paper, notes or other material to the Examination Hall sha Examination Committee for consideration by the Controller of Examinations, as reported b
- 31.7 Any candidate who in the opinion of the Superintendent of Examinations is guilty of an aforesaid Sub Para 31.1, 31.2, 31.3, 31.4, 31.5 and 31.6 of this Ordinance, may be expelled b Committee by the Controller of Examinations. The said committee may, if satisfied that th
- 31.8 Any candidate approaching an Examiner directly or indirectly or seeking ways or means s than his/her answers justify or attempting to influence the Controller of Examination; or an means. Such a case shall be reported to the Examination. The Examination Committee may, satisfied that the facts alleged are true, disqualify the candidate from passing that Examin
- 31.9 threatening to use force to make any Superintendent of E Examinations or Invigilator or ar conduct of Examination sha duties relating to the from his University desist Official of the
- 31.10 AAYcxmLdzmm+5oAa*tmanpusnbnmd Sobpmra 3h, 3LS 3L6, 3L7, 3K4 zmd3l a6mm Aadnotbm mo C aanRsgolm Soldn#.Smbates<#sat
- 31.11 In case, a person who is not bonafide candidate is found to be taking an examination c behalf of a bonafide candidate. It will be founded that this impersonation is being done at th
- (i) The bonafied candidate who did not take the Examination himself/herself shall be debarred from pursuing any course of studies or from appearing at any Examination of the Universit
- (iii) If the person, who has impersonated the bonafide candidate is not a student of th
- 31.12 In case, a candidate is appearing at the Examination for improvement of Division/Percentage Paper(s) in which he /she has already appeared, would also be cancelled, in addition to th action that might be taken against him/her for using unfair means, while reappearing fo

INSTRU OATOCANDIDATES roREXAARNAVON
(Ordinance X Pam 30, 31)

- 30.11 The doors of the Examinations Hall shall be opened half an hour before the
- 30.12 A candidate may not be admitted into the Examination hall if he/she fails to present to
- Esas*emsHos1L1LT6mcdmfbn mrhmmwLmaBan30ofmmuuRmB*tWeBrad for the examination, the invigilator may allow him/her to appear at the examination with the permission of Superintendent of Examination. No candidate shall be allowed
- 30.14 from time given to them instructions all the strictly obey and follow shall The candidate University connected with the Examinations
- 30.15 The candidate shall maintain and observe strict disciplines in and /or near the Examination Central /Hall and shall not in any such not as misbehaviour / noisence Examination
- 30.17 No candidate shall leave his/her place to go out of the Hall without the permission of the invigilator, unless he/she has handed over answer book to the Invigilator concerned.
- 30.18 use unfair means for answering the Question Paper.
- 30.19 A soon as the time prescribed for the Question Paper Expires, the candidates shall have to hand over their answer book to the invigilator concerned.
- 30.20 A candidate appearing at an Examination shall give a specimen signature for purpose of identification, if asked by the Superintendent of Examination or the Invigilator in the
- information is the Examination Hall.
- Examination or make use of any dishonest or unfair incase in connection with the Examination.
- connection with an Examination shall be reported to the Controller of Examinations by matter before the Examination Committee for consideration, which may if satisfied that
- 31.14 Any candidate bringing any book, paper, notes or other material to the Examination Hall shall the Superintendent of Examination or through him by an Invigilator or by an Invigilator or by
- 31.15 Any candidate who in the opinion of the Superintendent of Examinations is guilty of any misconduct in the Examination Hall, other than the misconduct within the meaning of the aforesaid Sub Para 31.1, 31.2, 31.3, 31.4, 31.5 and 31.6 of this Ordinance, may be expelled by Committee by the Controller of Examinations. The said committee may, if satisfied that the
- 31.16 Any candidate approaching an Examiner directly or indirectly or seeking ways or means or bring pressure to be as on the Examiner, so the higher marks may be awarded to him/her than his/her answers justify or attempting to influence the Controller of Examinations or any means. Such a case shall be reported to the Examination. The Examination Committee may, if
- 31.17 Any candidate found guilty of seeking way and means or harassing or pressurizing or using or threatening to use force to make any Superintendent of E Examinations or Invigilator or any reported to the Examination Committee by the person concerned if satisfied that the facts alleged are true, disqualify him /her from passing that Examining for that year.
- 31.18 Any candidate who has been punished under Sub para 31.4, 31.5, 31.6, 31.7, 31.8 and 31.9 above shall not be admitted to any Course as a Student. Such a student may be allowed to appear at the next Annual Examination only, in which he/she is entitled to appear
- (i) The bonafied candidate who did not take the Examination himself/herself shall be debarred
- University, he/she shall be debarred from taking any Examination of the University in future.
- (iii) If the person, who has impersonated the bonafide candidate is not a student of the
- 31.20 In case, a candidate is appearing at the Examination for improvement of Division/Percentage of Marks and is found to be using unfair mean, the result of his/her Examination in the Paper(s) in which he /she has already appeared, would also be cancelled, in addition to the action that might be taken against him/her for using unfair means, while reappearing for improvement of his/her Division/Percentage pf Marks.



Form 'C'

JAMIA MILLIA ISLAMIA STUDENT'S RECORD CARD

(To be filled in by the applicant in his/her own handwriting)

Examination/programme:.....
Year:..... **Distance**

Mode

Name (in full)

Marital Status* Married Unmarried **Gender** Female Male Transgender

Name in Urdu or in Hindi

.....

..... Father's

Name.....

.....

Permanent

Address.....

.

Present

Address.....

.....

Date of Birth (in words also)

Place of Birth..... of

..... Nationality.....

.....

Date of Admission (Present Programme)..... Medium of Exam* Urdu Hindi English

Member of Scheduled Caste* or Scheduled Tribe* Or Physically Handicapped*

(*Put a tick mark (√) in the appropriate Box)

				<u>Enrolment No.</u>			
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<i>Certificate Issued</i> (Office use only)	<i>Programme</i>	<i>Year</i>
Provisional.....
Migration.....
Degree/Diploma.....
Age.....
Merit.....

Paste Firmly within the space Provided, a recent passport size (3x2") photograph duly attested on the front side

I hereby declare that all the entries made in this card are correct to the best of my knowledge.

Information furnished by the student, his/her photo and specimen signatures are attested.

Date Specimen signature of the candidate

Date

Hony. Director

