

241/MEDU/DI401

M.A. Education

Semester - 4

Course Code: DIE -04

Course Title: DISSERTATION + COMMUNITY-SERVICE BASED LEARNING

Course Code:241/MEDU/DI 401

Credits: 20

Maximum Marks: 500

Practical External: 350

Practical Internal: 150

Part 1: DISSERTATION

Course Outcomes:

After successful completion of this course, students will be able to:

1. Conduct independent research on educational problems and issues relevant to their field of study.
2. Develop analytical and logical thinking skills throughout the research process, from problem formulation to data analysis and interpretation.
3. Understand and appreciate the role and implications of educational research in generating new knowledge and informing educational practice and policy.

Description:

This dissertation course requires each student, at the beginning of the fourth semester, to select a research topic of their interest in consultation with their assigned faculty supervisor. The research topic should pertain to a significant educational problem or issue worthy of investigation.

Students are expected to undertake a systematic research project that includes:

- Formulating research questions or hypotheses.
- Designing the study and selecting appropriate research methods.
- Collecting relevant data from appropriate subjects or sources.
- Analysing the data using suitable statistical or qualitative techniques.
- Drawing conclusions and providing recommendations based on the research findings.



After completing the research work and data analysis, students will prepare a comprehensive and well-organised dissertation report. This report must be submitted in three typed and signed copies to the concerned supervisor.

Submission Guidelines:

- Students must submit three typed and signed copies of the supervised project report.
- The dissertation report should follow academic standards for structure, clarity, and referencing.
- Submission deadline will be notified by the department and must be strictly adhered to.
- Late submissions will be subject to departmental policies on extensions and penalties.

Evaluation Process:

The dissertation will be evaluated through a two-part process:

1. External Evaluation: The main assessment of the dissertation report (including the research quality, originality, methodology, data analysis, and presentation) will be conducted by an external examiner appointed by the university.
2. Viva-Voice (Oral Defense): Students will be required to defend their dissertation research in a viva-voce examination conducted by the external examiner and the supervisor or a panel of faculty members. This will assess their understanding, research process, and ability to discuss and justify their work.

Distribution of Marks:

Evaluation Component	Marks
Dissertation Report	200
Viva-Voice	100
Total	300

Part II: COMMUNITY-SERVICE BASED LEARNING

Course Outcomes:

After the completion of the course, students will be able to:

1. Critically engage with the socio-educational realities of rural and marginalized communities.
2. Apply educational theories and concepts in real-world community settings.
3. Design and implement context-sensitive teaching and learning activities.
4. Reflect on ethical, cultural, and dialogic aspects of community engagement.
5. Document and analyze field experiences using reflective and academic frameworks.

Course Description:

Community-Based Service Learning is an experiential and community-engaged course designed for postgraduate students of Education. It bridges theoretical knowledge with grounded social practice by immersing students in real-life community contexts, typically in rural or semi-urban areas. This course aims to foster a critical understanding of educational challenges faced by marginalized or underserved communities and develop students' pedagogical sensitivity, civic responsibility, and ethical engagement.

Students will collaborate with communities to design and implement educational or developmental initiatives, reflect critically on their learning and interactions, and strengthen community relationships through dialogue and teaching.

Core Components of Field Engagement:

Students will undertake the following activities during their off-campus service learning:

1. Community Service Project:

Plan and implement a collaborative project addressing a local educational or developmental need (e.g., literacy, early childhood care, school-community workshops). The project should culminate in a detailed report describing objectives, process, challenges, and outcomes.

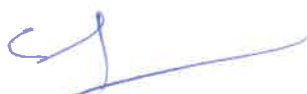
2. Community-Engaged Teaching:

Facilitate formal or informal learning sessions with children, youth, or adults in the community, employing culturally responsive and local language pedagogies.

3. Educational Dialogue:

Engage in sustained conversations with community stakeholders (parents, teachers, elders, youth) to understand their educational perspectives and document these analytically.

Assessment Structure:



Component	Marks
Internal Assessment – 50 Marks	
Diary of Reflections on Field Activities	20
Performance in Community-Engaged Teaching	15
Field Note on Educational Dialogue	15

External Assessment – 150 Marks	
Viva-Voce Examination (based on fieldwork)	50
Final Report on Service-Learning Project	100

Submission Guidelines:

- Students are required to submit three typed and signed copies of their final project report.
- Reports should comprehensively document the project, teaching sessions, educational dialogues, reflections, and learning outcomes.

Suggested Readings:

- Anand, S. (2019). *Education and Inequality in India: A Classroom View*. Routledge.
- Batra, P. (Ed.). (2013). *Locating the Teacher*. Orient BlackSwan.
- Butin, D. W. (2010). *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education*. Palgrave Macmillan.
- Gandhi, M. K. (1997). *Nai Talim: Basic Education*. Navjivan Publishing House.
- Freire, P. (1996). *Pedagogy of the Oppressed*. Penguin.
- Furco, A., & Billig, S. H. (Eds.). (2002). *Service Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Sadgopal, A. (2000). *Education: Denied and Deprived*. Seminar, Issue 491.

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