



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester I

Philosophical Foundations of Education

Paper Code: EDUCC-101

Total Marks (70+30=100), Credits 5

Learning Outcomes:

Lectures = 65

- Understand the nature and scope of Philosophy of Education,
- Understand the different branches of Philosophy
- Appreciate the Western schools of Philosophy and its application in Education,
- Understand the contemporary philosophers and their contribution in Education

UNIT-I

- Education & Philosophy: Concept, Nature, and Relationship. Schools of philosophy and their educational implications: Vedanta, Buddhism Jainism.

UNIT-II

- Western Philosophies: Naturalism, Idealism, Pragmatism with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications.

UNIT III

- Realism, Existentialism, Marxism with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications

UNIT-IV

- Educational Thinking of Plato, ImmanuelKant, Jean-Jacques Rousseau, MariaMontessori.

UNIT- V

- Study of National Educational Institutions: Jamia Millia Islamia, Banasthali Vidyapeeth, Vishwabharti



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Suggested Readings -

- Kneller G.S. - Introduction to the philosophy of Education, (N. Y, John Wiley & Sons, 1971)
- Brubacher J.S(Ed) - Modern Philosophy of Education 54th Yearbooks NSSE Chicago, University of Chicago press, 1953
- Chaube S.P. & Chaube A- Philosophical and Sociological foundation^ Education
- Pandey R.S.- An introduction to Major philosophies of Education, VinodPustakMandir, Agra
- Ross J.S- Groundwork of Educational theory, London, George G. Harro& Co. Ltd.
- Kabir H- Indian Philosophies of Education, Bombay, Asia Publishing House, 1962
- Pandey R.S.-ShikshaDarshan, Agra VinodPustakMandir
- Pathak&Tyagi- ShikshakeDarshnikSiddhant Agra VinodPustakMandir
- Sharma RamNath- BhartiyaShikshaDarshan
- ShuklaDr. Rama- AlokPrakashanLucknow
- Pandey R.S.-Vishwakeshreshashikshashastri
- Aggarwal J.C.: Theory and Principles of Education, New Delhi Vikas Publishing House.
- Havinghurst R.J. & B.L. Newgarben : Society and Education, Allyn & Bacon.
- Mathur, S.S. : A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir
- Ottaway, A.K.C. : School and Society, London Routledge and Keganpal.
- Saxena, N.R. Swaroop : Principles of Education, Meerut R. Lal Book Depot, 1996.
- लाल रमन बिहारी रू शिक्षा के सिद्धान्त
- माथुर एस0एस0 रू शिक्षा के दाश'निक एवं समाजशास्त्रीय आधार, आगरा : विना'द पुस्तक मन्दिर। पाण्डेय, राम शकल, रू शिक्षा की दाश'निक एवं समाजशास्त्रीय पृष्ठभूमि आगरा : विना'द पुस्तक मन्दिर।
- पाठक पी0डी0 रू शिक्षा के सिद्धान्त, विना'द पुस्तक मंदिर, आगरा।
- पाल, एस0के0 लक्ष्मी नारयण गुप्त एवं मदनमा'हन रू शिक्षा के दाश'निक एवं समाजशास्त्रीय आधार, इलाहाबाद : कैलाश प्रकाशन
- *Kneller, G.F.*, Introduction to the Philosophy of Education, New York: John Wiley & Sons
- *Butler, D.J.*: Four Philosophies in Education, London, Harpar& Row.
- *Kabir, Humyum* Indian Philosophy of Education Asia Publishing House, Mumbai.
- *Mani, R.S.* Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
- *Pandey, R.S.*: An Introduction to Major Philosophies of Education, Agra :VinodPustakMandir.



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester I

Sociological Foundations of Education

Paper Code: EDUCC-102

Total Marks (70+30=100), Credits 5

Lectures = 65

Learning Outcomes

- To understand Meaning and Nature of Educational sociology.
- Explain relationship between sociology and Education.
- Discuss the education as social process.
- Explain education and socialization
- State different agencies of education and their functions.
- Justify the importance of education for social change.
- Describe the role of education in modernization and globalization.
- Describe the function of education to ensure equality and equity.

UNIT-I

- Educational sociology and sociology of education: Concept. The social system functional and structural subsystems, Education as a subsystem of social system. Social organization and its concepts,

UNIT-II

- Social interactions and their educational implications, Social group inter-group relationship – group dynamics, Social stratifications – concepts of social stratification and Social Mobility its educational implications. Meaning and Nature

UNIT-III

- Socio-culture change: Meaning and nature- Role of education in social and cultural context Cultural determinants of education. Cultural Lag

UNIT IV

- Concept of Urbanization, Modernization, Westernization with special reference to Indian society and its educational implications, Socio-economic factors and their impact on education.

UNIT V

- Study of Social Thoughts and contribution of Emile Durkheim, Talcott Parsons, P.A. Sorokin and Charles Cooley
- Human Rights and Value Education
- Cultural unity and diversity in India; Concept of composite culture



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Suggested Readings

- Aggarwal J.C.: Theory and Principles of Education, New Delhi Vikas Publishing House.
- Havinghurst R.J. & B.L.Newgarben: Society and Education, Allyn& Bacon.
- Mathur, S.S. : A Sociological Approach to Indian Education, Agra, VinodPustakMandir
- Ottaway, A.K.C. : School and Society, London Routledge andKeganpal.
- Saxena, N.R. Swaroop : Principles of Education, Meerut R. Lal Book Depot, 1996.
- Kabir, Humyum Indian Philosophy of Education Asia Publishing House, Mumbai.
- Mani, R.S. Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
- Pandey, R.S. : An Introduction to Major Philosophies of Education, Agra : Vinod Pustak Mandir.
- Ramchandani S. Great thoughts on Education, D.V.S. Publication Distribution, Guwahati.
- Sharma, S.R. : Philosophy of Education, New Delhi; Mohit Publications.
- माथुर एस0एस0 माथुर एस0एस0 रु शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, आगरा : विनाेद पुस्तक मन्दिर।
- पाण्डेय रामशकल, पाण्डेय रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, आगरा, विनोद पुस्तक मन्दिर।
- चौबे, एस0पी0 एवं अखिलेश चौबे, चौबे, एस0पी0 एवं अखिलेश चौबे, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, इलाहाबाद शारदा पुस्तक भवन।
- अग्रवाल एस0के0, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, आगरा, भार्गव बुक हाउस।
- गुप्त लक्ष्मी नारायण, गुप्त लक्ष्मी नारायण, महान पाश्चात्य एवं भारतीय शिक्षा शास्त्री, इलाहाबाद, कैलाश प्रकाशन।
- लाल रमन बिहारी : लाल रमन बिहारी : शिक्षा के दार्शनिक आधार रस्तौगी पब्लिकेशन आगरा
- Saxena, N.R.S.: Philosophical and sociological foundation of education Meerut: SuryaPublishing
- T. Raymont: The Principles of Education Bombay: Orient-Longman'slimited.
- Pandey, R.S.: Principales of Education, Agra-2 Vinnod PustakMandhir.
- Nunn, T.P.: Education its Data and First Principles London:Edward Arnold.
- Lall, Dev Inder & Chaudhary, K.P. : Principles Practices of Education, Delhi : G.C. Kanpur & Sons.

Semester I

Psychological Foundations of Education
Paper Code: EDUCC-103



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Total Marks (70+30=100), Credits 5

Lectures = 65

Learning Outcomes

- Explain the concept of educational psychology and its relationship with psychology.
- Understand different methods of educational psychology.
- Describe the theoretical perspectives of educational psychology.
- Explain the concepts of Growth and Development, Creativity
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT-I

- Meaning of Education and Psychology: Relationship of education and psychology. Schools of Psychology (Behavioristic, Psychoanalytic, Humanistic, Cognitive) Scope of Educational Psychology. Methods of Educational Psychology.

UNIT-II

- Growth and Development during childhood and adolescence: Physical, Social, Emotional, Mental. Individual Differences: Concept and areas. Determinants: Role of heredity and environment in developing individual differences.

UNIT-III

- Creativity: Concept, Characteristics, Development, and types of creativity, Importance of creativity in education.

UNIT IV

- Gifted and Learning-Disabled Children: Meaning and Characteristics. Needs and Problem

UNIT V

- Individual differences: concept and determinants - heredity and environment
- Sources of individual differences- Attitude, Achievement, Interests, Values, Abilities
- Defense mechanism – concept and types.

Suggested Readings

- *Bhatnagar, Suresh* : Advanced, Educational Psychology, Lal Book Depot, Meerut.



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- Crow L.D. and Alice crow: Educational Psychology, New York, Willey.
- Burt, C. : The Back ward child, London, University in London Press.
- Shonkar, Udai: Problem Children, Atma Ram and Sons, Delhi.
- Bhatnagar, Suresh: Advanced, Educational Psychology, Lal Book Depot, Meerut.
- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- Crow L.D. and Alice crow: Educational Psychology, New York, Willey. 5 Burt, C.: The Back ward child, London, University in London Press.
- Shonkar, Udai: Problem Children, Atma Ram and Sons, Delhi.
- Terman, L.M. & Oden M.H. : The Gifted child Grou UP Calijornia, Standard University, Press.
- Sorenson, H.: Psychology of Education, New York: McGraw Hill. 8 Morgan, J.B. & Gilliland, A.R. An Introduction to Psychology, New York: McMillan.
- Munn, N.L. : An Introduction to Psychology, Delhi, Oxford & IBH
- पाठक, पी०डी० रू शिक्षा मना`विज्ञान, विना`द पुस्तक मन्दिर, आगरा।
- माथुर, माथुर, एस०एस० रू शिक्षा मना`विज्ञान, आगरा दिनाक पुस्तक मन्दिर।
- सारस्वत, मालती सारस्वत, मालती रू शिक्षा मना`विज्ञान, आला`क प्रकाशन, लखनऊ।
- अग्रवाल, एस०के०, अग्रवाल, एस०के०, रू शिक्षण कला, आगरा, भार्गव बुक हाउस
- सिं ह , सिं ह ए०के० रू शिक्षा मना`विज्ञान, पटना, भारती भवन।
- Bhatia, H.R.: Text Book of Educational Psychology, Delhi, Mc MillanCo.,1977.
- Bigge, M.L. and Hunt, M.P. : Psychological Foundations of Education, New York, Harper and Row,1962.
- Kuppaswamy, B: Advanced Educational Psychology, New Delhi: Delhi University Published.
- Lazarus, R.S.: Personality and Adjustment, New Jersey : Prentic Hall Inc.,1963.



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester I

Methodology Of Educational Research

Paper Code: EDUCC-104

Total Marks (70+30=100), Credits 5

Lectures = 65

Learning Outcomes

- Enable Students to understand a general definition of research design.
- To Enable Students, know why educational research is undertaken, and the audiences that profit from research studies.
- To Enable Students familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
- To Enable Students, understand primary characteristics of quantitative research and qualitative research.
- To Enable Students to identify a research problem stated in a study
- To Enable Students, understand Population and Sampling
- Explain the characteristics, types and formulation of Hypothesis
- To Enable Students Writing Research Report: Developing a research proposal (synopsis)
-

UNIT-I

- Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive and deductive. Nature and scope of educational research: Meaning, nature and limitations. Need and purpose of Educational Research,

UNIT-II

- Scientific inquiry and theory development Fundamental applied and action research Major Approaches to Research: Descriptive Research, Ex-post facto Research, Field studies, Historical Research.

UNIT-III

- Population and Sample, Tools-techniques and Characteristics of a good research tool; Questionnaire, Interview, Observation, Projective, and Socio-metric techniques
- Hypothesis; meaning and types,

UNIT IV

- Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources Research Ethics

UNIT V

- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal.



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Suggested Readings

- Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publications.
- Kothari, C.R (1990). *Research Methodology: Methods and Techniques (2ndEd.)*. New Delhi: VishwaPrakashanshers.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press
- Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers. Reference Books
- Nanda, G.C. & Khato, P.K. (2012). *Fundamentals of Educational Research and Statistics*. New Delhi: Ludhiana.
- Gay, L.R. (1990). *Educational research-competencies for analysis and application (3rd Ed.)*, Macmillan Publishing Company, New York Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education (6th Ed.)*. Belmont, CA: Wadsworth/Thomson Learning.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research (4th Ed.)*. New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt.Ptd.)
- Kerlinger, F.N. (1973). *Foundation of behavioral research*. New York: Holt Rinehart & Winston.
- Rao, U. (2007). *Action research*. Himalaya Publishing House, New Delhi. • Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*. New York: Longman.
- Corey, S. M. (1953), *Action research to improve school practice*, New York: Teachers College Press
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative, and mixed approaches*. London: Sage Publication
- 1 Blomes, Paul & E.F.Lindquist, (1960): *Elementary statistical methods in Psychology and Education*, Calcutta: Oxford Publications.
- 2 Garrett, Henry, E. (2004) *Statistics in Psychology and Education*, New Delhi; Paragon Publications
- 3 Singh A.K. (2004), *Tests Measurements & Research Methods in Behavioural Science*, New Delhi; Behari Publications
- 4 Agarwal Y.P. (2000), *Statistical Methods: Concepts, Application & computation*, New Delhi; Sterling Publications.
- 5 Agarwal, J.C. (1997) *Essentials of Examination System: Education, Tests and Measurement*, New Delhi; Vikas Publications.
- 6 Singh, A.K. (1983): *Measurement in Education : An Introduction*. New York; McGraw Hill Publications.



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester-I Life Skills in Education Paper Code: EDUIRA-105A

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning Outcomes:

After studying the course, the students will be able to-

- To understand the concept of life skills and its evolution.
- To recognize and analyze the importance of life skills education by studying the reports of international organizations and committees.
- To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

UNIT I:

- Definition and Importance of Life Skills, Life Skills Education in the Indian Context, Thinking Skills, Thinking - Nature, Elements of Thought - Types of Thinking, Creative and Critical Thinking
- Problem Solving, Definition, Steps in Problem Solving, Factors Influencing Problem Solving

UNIT II

- Decision Making; Definition, Process, Need, Consequences, Models of Decision Making -Goal Setting

UNIT III:

- Coping skills: coping with emotions definition, characteristics, types of emotions causes and effects of different emotions strategies of coping with emotions strategies to develop

UNIT IV

- skills of managing emotions: classroom discussion; brainstorming; role-plays, audio and visual activities e.g arts, music, theatre, dance; case studies, storytelling, debates

UNIT-V

- Coping with Stress; Definition, Stressors, Sources of Stress, The General Adaptive Syndrome Model of Stress, Coping Strategies



ख़्वाजा मौनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester-I

Understanding the Self

Paper Code: EDUIRA -105 B

Total Marks (70+30=100), Credits -4

Lectures = 65

Course Outcomes

Students will be able to-

- Build an understanding about themselves i.e. the development of self as a person as well as a teacher
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.
- Appreciate the critical role of teachers in promoting 'self' and student's 'well-being'

UNIT I

- Self: Meaning, Concept, Characteristics, its Educational implication
- Identity: Meaning, Concept, Characteristics, its Educational implication
- Identifying factors in the development of 'self' and in shaping identity

UNIT II

- Building an understanding about philosophical and cultural perspectives of 'self' as teacher
- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity

UNIT III

- **Development of Self and Yoga**
- Yoga: Concept, Steps
- Exploring, reflecting self through yoga in becoming a teacher

UNIT IV

- **Development of Self and Ego**
- Ego: Concept, Characteristics; three levels of mind: Id, Ego & Superego
- To explore ego as self, Defence mechanism
- Understanding the role of teacher as facilitator and partner in well-being among learners



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

UNIT V

- **Development of Self and Emotion**
- Emotion: Concept, Characteristics, factors
- Understanding emotions: Happiness, Anger, Disgust & Love
- To develop self through emotions and developing well-being among teacher and learners

Suggested Readings

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf>
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO: Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Baroda: Centre for advanced study in Education, M. S. University of Baroda.
6. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.
7. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? Harper Collins: A handbook of child learning.
10. Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development: New models of learning, teaching and schooling (pp. 9 -27). Cambridge, MA: Basil Blackwell.



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Semester-I Lifelong Learning Paper Code: EDUIRA -105C

Total Marks (70+30=100), Credits -4

Lectures = 65

Course Outcomes

- Students will be able to-
- Educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
- Promote awareness regarding national policies and programs in context of ageing and adult continuing education.

UNIT I

- An introduction to gerontology
- Nature, scope and rationale
- National policies and programmes

UNIT II

- Health issues and management
- Adjustment issues and mental health after retirement.
- Stress of caregivers, geriatric counselling.

UNIT III

- Approach of gerontology, third age education, social cohesion.
- Participatory and qualitative ageing,
- Employment opportunities

UNIT IV

- Ageing workforce as a resource,
- Adult continuing education and lifelong learning strategies,
- Skills enhancement

UNIT V

- Some success stories and practical exposure
- Case study of old age homes and communities
- Hands-on experience of students



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2022-2024)

Suggested Readings

- Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewell Research and Advocacy Centre.
- Chadha, N.K., & Bhatia, H. (2009). Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, Ping kwong (2003). Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.
- Lloyd, peter (2002). The Empowerment of the elderly people .London: School of Social Sciences, University of Sussex.
- Ministry of Law and Justice, Government of India (2007). The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.
- Shah, S.Y. (2003). Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

Semester-I

Any MOOC

Paper Code: EDUIRA -105D

Total Marks (70+30=100), Credits -4
Lectures = 65

Semester-I

Paper Code: EDUCC-106

Practicum –

1. Critical Analysis of any two Educational Schemes
2. Psychology Practical

Total Marks (100), Credits 4

50

50