1.NameoftheDepartment:E	ducation				
2.CourseName	Philosophical and Soci	ological Foundations of	L	Т	Р
	Education				
3.CourseCode	EDY601		4	1	0
4.TypeofCourse(use tickma	rk)		Core(√)	DE()	FC()
5.Prerequisite(if	B. Ed	6.Frequency(uset Even()	Odd()	Either Sem($$)	EverySem()
any)		ickmarks)			
7.TotalNumberofLectures,	Futorials,Practicals				
Lectures=50		Tutorials=10	Practical=N	Nil	
		*			

8. COURSEOBJECTIVES: The philosophical and sociological components of this paper prepare for a post graduate course in education aim at developing the following competencies among the students.

- Understanding the nature and function of Philosophy of Education.
- Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western.
- They enable the students to understand concepts and processes of social organization, social stratification and institution.
- They enable the students to understand the relation-ship between culture, society and education.
- They enable the students to understand uses of quality excellence and inequalities in education.

•	
9.COURSEOUTCOMES (CO	D):

COURSEOUTCOME(ecompletion,learnerswilldevelopfollowingattributes:
CO)	
CO1	Understanding the nature and function of Philosophy of Education
CO2	Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena
CO3	Understanding and use of philosophical methods in studying educational data
CO4	Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western
CO5	They enable the students to understand concepts and processes of social organization, social stratification and institution. They enable the students to understand the relation-ship between culture, society and education. They enable the students to understand uses of quality excellence and inequalities in education
10.Unitwisedetailedcor	i tent
Unit-1	Number of lectures=12 Title of the unit: - Meaning, nature and functions o Philosophy:

Relationshi	•	ns of Philosophy, speculative, normative and analytical. nd education. Teachers' need for a Philosophical ilosophy.
Unit-2	Number of lectures=12	Title of the unit: Various Schools of Philosophy
their educt	lism with special reference ational implications to ai ism with special reference ational implications to ai iralism with special reference ational implications to ai matism with special reference aducational implications s: c, Jainistic, Buddhistic E d values and their educations and their educations	the to their concept of reality, knowledge and values and ms, content and methods of education. The to their concept of reality, knowledge and values and ms, content and methods of education. The ence to their concept of reality, knowledge and values and ms, content and methods of education. Therefore to their concept of reality, knowledge and values to aims, content and methods of education. The ence to their concept of reality, knowledge and values to aims, content and methods of education. The ence to their concept of reality, knowledge and values to aims, content and methods of education. The ence to their concept of reality, knowledge and values to aims, content and methods of education.
reality, know of education • Educationa I. Mah ii. Dr. iii. Swa iv. Joh v. Pla	wledge and values and t n. I thoughts of the followin natma Gandhi Zakir Hussain ami Vivekanand n Dewey	ophic analysis with special reference to their concepts of heir educational implications to aims, content and methods g thinkers:
Unit-4	Numberoflectures=12	Title of the unit: Sociology of Education
 Society: Str change, eq 	ucture, social stratificational opp	y and Sociology of Education on, Social mobility, concept of culture; cultural and social ortunities and social equity; Social change in India; Factors nicity ,class, language, religion and regional

• imbalances.

Unit-5	Numberoflectures=12 Title of t	he unit: A Critica	al study	/				
thei	ritical study of democracy, secularism, s r educational implications. Institutional provisions for Education, Co					•		nd
11.CO-POm								
COs	Attributes	PC					PO6	PO7
CO1	Understanding the nature and functi Philosophy of Education	on of ³	2		2	1		
CO2	Logical analysis, Interpretation and s of various concepts, prepositions an philosophical assumptions about ed phenomena	d	1	2	1	2		
CO3	Understanding and use of philos methods in studying educational	•	1	2	1	2		
CO4	Critical appraisal of contributions ma education by prominent educational Indian and Western		1	2	1	2		
CO5	They enable the students to under concepts and processes of social organization, social stratification institution. They enable the students to under relation-ship between culture, so education. They enable the students to underst of quality excellence and inequalities education	l and erstand the ciety and and uses	2	2	1	2		
	3Strongcontribution,2Averag	econtribution,1Lowo	contribut	ion		I		
12.Briefdesc	riptionofself-learning/E-learningcomponent	,						
13.Booksreco	ommended:							
1. Brubach	ner, John S, Modern Philosophies of Ed	ucation (Tata M	lcGraw	י Hill, P	vt; Ltc	l, New	[,] Delhi	

1971)

Γ

2. Henryh , Nelson, B.Ed., Modern Philosophical and Education, 54th year book of NSSE, part- I (Univ. of Chicago Press, Chicago, 1955)

3. Kneller, G.F., Foundations of Education (John Wiley & Sons, Inc., New York, 1963)

4. Kneller, G.F., Introduction to Philosophy of Education, (John Wiley New York, 1964)

5. Buties, J Donal, Four Philosophies and their practice in Education and Religion (Harper and Row Publishers, New York) 3rd Ed. 1968

6. Morris, Van Cleve, Philosophies & their practice in Education and Religion(Harper and Row Publishers, New York) 3rdEd1968

7. Phnix, P.H.(Ed), Philosophies of Education. John Wiley & Sons, New York 1961

8. Price, Kingsley, Education and Philosophical thought (Englewood Cliffs, N J :Allyn and Bacon, Inc 1962)

9. Havighurst, R J & Semice L Meugarten, Society and Education (4th) (Allyn and Bacon, Inc Beston, 1975)

10. Kneller, George F, Educational Anthropology :An Introduction (Joj Wiley & Sons, Inc, New York 1965)

1.NameoftheDepartment:E	ducation					
2.CourseName		Advanced Educational Psych	ology	L	т	Р
3.CourseCode	1	ED 602		4	1	0
4.TypeofCourse(use tickma	rk)			Core(√)	DE()	FC()
5.Pre- requisite(ifany)	Pc	ost Graduation	6.Frequency(usetickm Even(V) arks)	Odd()	EitherSem()	EverySem()
 ✓ 7.TotalNumbero 	fLectures,T	utorials, Practicals				•
Tentative Lectures= 60			Tutorials= 10	Practical=Nil		
students may enable themse Mental Health. 9.COURSEOUTCOMES (CO):	elves a bette	er teacher. Students will bec	to impart knowledgeof Educational F ome well aware of various Personalit			
Afterthesuccessfulcoursecom	pletion,lea		tributes:			
COURSEOUTCOME(CO)		ATTRIBUTES				
C01		and development	sh their knowledge about Educa			-
CO2			e aware about Various Theories			•
C03		Students will become a	ware about new theories of Lea	Irning and hig	her concepts of Mo	tivation.
CO4		Students awareness o	f students Diversity due to Intel	ligence and S	pecial Needs will in	crease.
CO5		Students Knowledge r	egarding Adjustment and Ment	al Health wou	Id be Enhanced and	d Revised.
10.Unitwisedetailedcontent			Γ			
Unit-1	Numbero	oflectures=12	Titleoftheunit: Educational Psy	chology		
of psychology to education Human Growth and Develo emotional Cognitive, langua	and its sig opment: Ma age & mora oblems of a ocio –cultu	nificance and importance f eaning and relation, Child al development. Adolescer adolescents and educatior ural view of development.	development-motor, physical, nt development-Physical, n Piaget's theory of cognitive			
Unit-2	Numbero	oflectures= 15	Titleoftheunit: Personality			
Personality: Personality: Meaning and c	oncept					
Theories of personality: Typ	be theories	: Jung and Kretschmer				
Trait theories – Allport, Cat	ttell and Ey	vsenck				
Humanistic Theory of perso	onality-Mas	slow and Roger				
Psycho-analytic approach-F	Freud, Adle	er, Erikson,				
Behavioral approach-Miller,	, Dollard, E	andura. Assessment of Pe	ersonality-Projective Techniques,	Rorschach and	TAT, Personality	

Inventories.		
Unit-3	Numberoflectures=13	Titleoftheunit: Learning and Motivation
Learning and Motivation:		
Meaning and Concept of lea	arning:	
Theories of learning and the	eir educational implications: Gagne, I	Hull and Tolman's theories:
Information processing theo	ries: Roger and Ausubel	
Cognitive theories of learning	ng.	
Needs: Maslow's classificat	ion of needs.	
Motivation: Concept, nature	and relationship with learning; strate	egies of motivation
Unit-4	Numberoflectures=10	Titleoftheunit : Intelligence and Creativity
	elligence, Guilford model of Intellect,	Piagetian perspective,
Measurement of intelligence	2.	
Gifted, Mentally Retarded a	and learning disabled children: their o	characteristics and education.
Creativity –Concept, identif	ication and nurturing creativity	
Education of creative child.		
Unit-5 Psychology of Adjustment a	Numberoflectures=10	Titleoftheunit: Psychology of Adjustment and Mental Health
		ma of anvioty. Neuropia
	ustment, Introduction to common for	The of anxiety, neurosis,
psychosis and other mental	disorders.	
Concept and importance of	f mental health, characteristics of me	ntally healthy individual.
Defense Mechanisms		
11.CO-Pomapping		

Cos	Attributes	P01	PO2	PO3	PO4	PO5	PO6	PO7
C01	Students would refurbish their knowledge about Educational Psychology along with concepts of Growth and development	3	2	3	2	3	-	-
CO2	Students would become aware about Various Theories of Personality and its measurement Techniques.	3	1	2	3	3	-	-
CO3	Students will become aware about new theories of Learning and higher concepts of Motivation.	3	3	1	2	3	-	-
CO4	Students awareness of students Diversity due to Intelligence and Special Needs will increase.	3	3	3	3	3	-	-
CO5	Students Knowledge regarding Adjustment and Mental Health would be Enhanced and Revised.	3	3	1	1	3	-	-
	3Strongcontribution,2Averagecontribution,1Lo	 wcontribu	l ition					
2 Priofdocarir	otionofselflearning/E-learningcomponent							
•								
ttps://meet.go	ogle.com/lookup/dr4srb7inm?authuser=1&hs=179							
oogle Class Co	de - nwf3ogs							
3.Booksrecom	imended:							
Dandpani	S.(2006) A text book advanced educational psychology: Bang amani ,(1998) Exceptional children - their psychology and edu	A, glore	nmol p	ublicati	ion pri	vate lin	nited.	
Kar chinta	amani ,(1998) Exceptional children - their psychology and edı), amani	ucation	New• I	Delhi S	terling	publish	iers pri	vate

limited. Khan M.A.(2007),Fundamentals of educational psychology, Himalaya publishing• House

2.CourseName			Research in H	Education				L		Т]	Р
3.CourseCode			EDY603				+	4		1			0
4.TypeofCourse(u	use tickmark							Core(√)	DE	0		FC()	
5.Prerequisite(if any)		-)	B. Ed		6.Frequency(usetick marks)	Even()	_	Odd()		ner Sem(\	<i>b</i>	EverySer	n()
7.TotalNumberof	Lectures, Tut	torials	Practicals		,								
Lectures=50			,		Tutorials=10		Pr	actical=N	il				
8. COURSEOBJE					course is to impart the ess, students will be al		prac	ctical kno	wledge				
techniques for da 9.COURSEOUTC	ata analysis a	and di		1									
<i>lfterthesuccessfulce</i>	_		arnerswilldeveld BUTES	opfollowingati	tributes:								
	()			ing and Cond	cept of Educational R	esearch							
Know about the educational research as Basic, Applied and Scientific													
CO2 CO3			0		ems and methods of re ent sampling technique		ion	ofNorma	1 Droho	hility C			
			Research rep		ent sampling technique	es&Applica	lion	of Norma	II Proda	idinity Ci	urve		
CO4					elp of appropriate stati	ation							
CO5 10.Unitwisedetaile		esting	of Hypothese	s with the he	eip of appropriate stati	stics							
Unit-1		Numbe	r of lectures=12	2	Title of the unit: Co	oncept of E	duc	ational I	Researc	ch			
of Educational Rese	earch, Priority	ty Area	is, Scope of Ed	ucational Res	in Present Scenario, Co earch in India, New tre Basic, Applied and Acti	ncept of Edu nds in Educa	cation:	onal Research al Research	rch and h, Vario	Definition ous Metho	ods of ar	riving kno	owledg
Unit-2	N	Numbe	r of lectures=12	2	Title of the unit: Met	hods of Educ	ation	nal Researc	h				
Definitions, Characto Qualitative Research formulation of hypot	h- Meaning ar	nd proo	cedure of conduc	Naturalistic re cting it, Formu	esearch- Meaning, Conce Ilating Research Proposa	ept, Use and p Ils: Identificat	tion of	dure of dat of a researc	ta collec ch proble	tion, Cha em, revie	racteristi w of relat	cs of Rese ted literatu	archei ire,
	Concept, Ne	eed and			Titleoftheunit: Sampl d Universe, Characteris nizing Sampling Errors,	tics of Samp	le, 7	Types of S	Sampling	g, Probab	oility and		
Sample- Meaning, Sampling-types and	Concept, Neu characteristic ch, Characteris	eed and cs, Pro istics o	I Importance, P cedure and Tecl	nnique, Minim oplications in I	d Universe, Characteris	tics of Samp Normal Prob	ole, T abili	Types of S ty Curve- 1	Sampling Meaning	g, Probat g, Concep	oility and ot, Need a		
Sample- Meaning, Sampling-types and Educational Researc Unit-4 Fechniques and Too Research, Factors af	Concept, New characteristic ch, Characteristic Note of data coll fecting the In	eed and cs, Pro istics o Numbe llection nternal	Importance, F cedure and Tecl f NPC and Its ap roflectures=12 : observation, qu and External val	uestionnaire, in lidity of Resea	d Universe, Characteris nizing Sampling Errors, Educational Research	tics of Samp Normal Prob iques of Data ventory, chec	ole, T abili Col	Types of S ty Curve- lection, Us	Sampling Meaning e of Lib nt analy:	g, Probab g, Concep rary Reso sis, Intern	bility and ot, Need a burces nal and Ex	and Impor	lidity
Sample- Meaning, Sampling-types and Educational Researc Unit-4 Fechniques and Too Research, Factors af	Concept, New characteristic ch, Characterist Nois of data coll fecting the In als-Print and coll	eed and cs, Pro istics o Numbe llection nternal on-line	Importance, F cedure and Tecl f NPC and Its ap roflectures=12 : observation, qu and External val	nnique, Minim pplications in I uestionnaire, in lidity of Resea ch report	d Universe, Characteris nizing Sampling Errors, Educational Research Titleoftheunit:Techn nterview, rating scale, in	tics of Samp Normal Prob iques of Data ventory, chec Importance of	lle, T abili Col klist	Fypes of S ty Curve- 1 lection, Us and conte ata in Educ	Sampling Meaning e of Lib nt analy: ational l	g, Probat g, Concep rary Reso sis, Intern Research,	pility and ot, Need a purces hal and E2 Library	and Impor kternal Va Resources	lidity
Sample- Meaning, Sampling-types and Saupling-types and Sducational Research Unit-4 Techniques and Too Research, Factors af Buch Survey, Journa Unit-5 Meaning of Descrifypes of error: types of error: typen dependent distrigroup, One way A Product Moment, Teroduct Moment, Tero	Concept, Nea characteristic ch, Characteristic ch, Characteristic ls of data coll feeting the In als-Print and coll feeting the In als-Print and coll feeting the In als-Print and coll feeting the In als-Print and type button, Nea NOVA (f-ta Partial and 1	eed and cs, Pro istics o Numbe llection nternal on-line Numb nferen pe-II, N ed of P cest) fc	d Importance, F cedure and Tecl f NPC and Its ar roflectures=12 : observation, qu and External val ;, Writing resear eroflectures=12 tial statistics, v leed of Non Pa arametric stati or Independent	concept of S arametric sta stics- Condi group, Corre	d Universe, Characteris nizing Sampling Errors, Educational Research Titleoftheunit:Techn nterview, rating scale, in urch, Analysis- Meaning,	tics of Samp Normal Prob iques of Data ventory, chec Importance o ical Techn n, Paramete Using, Chi Meaning a ncept and Co	ile, 1 abilit c Coll klist of Da ique r and Squ nd N oomp	Types of S ty Curve- lection, Us and conte ata in Educ es for dat d Statistic iare test- leed, t-tes utation ar	Sampling Meaning e of Lib nt analy ational l a analy s for sa Equal d tt for In nd Inter	g, Probab g, Concep rary Reso sis, Intern Research, ysis and imple, Ta istribution depende pretatior	bility and t, Need a burces lal and E: Library l Interp esting th on, Norr ent and I n, Rank	and Impor external Va Resources retation ne Hypoth nal and Dependen Difference	tance ilidity 3: M.B heses,
Sample- Meaning, Sampling-types and Educational Researc Unit-4 Fechniques and Too Research, Factors af Buch Survey, Journa Unit-5 Meaning of Descri Types of error: typ ndependent distri group, One way A Product Moment, T 11.CO-POmappin	Concept, Nea characteristic ch, Characteristic ch, Characteristic ls of data coll fecting the In als-Print and c pe-I and type bution, Nea NOVA (f-ta Partial and I g	eed and ccs, Pro istics o Numbe llection nternal on-line Numbe nferen pe-II, N ed of P cest) fc Multip	d Importance, F cedure and Tecl f NPC and Its ar roflectures=12 : observation, qu and External val ;, Writing resear eroflectures=12 tial statistics, v leed of Non Pa arametric stati or Independent	concept of S arametric sta stics- Condi group, Corre	Image: Characteristrict of the second sec	tics of Samp Normal Prob iques of Data ventory, chec incal Techn n, Paramete Using, Chi Meaning a neept and Co computer, M	ique r and squ nd N omp S. E	Fypes of S ty Curve- lection, Us and conte ata in Educ es for dat d Statistic lare test- leed, t-tes utation ar Excel, SPS	Sampling Meaning e of Lib nt analys ational l a analy s for sa Equal d t for In nd Inter SS softy	g, Probab g, Concep rary Reso sis, Intern Research, ysis and imple, Tr listribution depende pretation vare for	bility and t, Need a burces al and E: Library I Interp esting th on, Norr ent and I n, Rank data ana	and Impor external Va Resources retation ne Hypoth mal and Dependen Difference thysis	tance llidity s: M.B heses, nt ce,
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Sample- Meaning, Gampling-types and Educational Researc Unit-4 Fechniques and Too Research, Factors af Buch Survey, Journa Unit-5 Meaning of Descri Types of error: typ ndependent distri group, One way A Product Moment, T 11.CO-POmappin COs	Concept, New characteristic ch, Characteristic ch, Characteristic ls of data coll feeting the In als-Print and coll feeting the In als-Print and coll feeting the In als-Print and coll feeting the In als-Print and type bution, New NOVA (f-te Partial and I eg Attributes Understand Know abou	eed and ccs, Pro istics o Numbe llection nternal on-line Numbe nferen be-II, N ed of P cest) fc Multip s d the M ut the c	Importance, F cedure and Tecl f NPC and Its ap roflectures=12 : observation, qu and External val c, Writing research roflectures=12 tial statistics, q veroflectures=12 tial statistics, q varametric stati or Independent ole Correlation feaning and Con-	nnique, Minim oplications in I lestionnaire, in lidity of Resea ch report Concept of S arametric sta stics- Condii group, Corro I, Data analy icept of Educa urch as Basic,	d Universe, Characteris izing Sampling Errors, Educational Research Titleoftheunit:Techn nterview, rating scale, in urch, Analysis- Meaning, Titleoftheunit:Statist Standard Error of Mea tistics- Conditions for tions for Using, t-test- elation- Meaning, Con sis with the help of Con- sis with the help of Con- tional Research Applied and Scientific	iques of Samp Normal Prob iques of Data ventory, chec Importance o ical Techn n, Paramete · Using, Chi · Meaning a ncept and Co omputer, M PO 3	ique collection collection conf conf conf conf conf conf conf co	Pypes of S ty Curve- lection, Us and conte ata in Educ es for dat d Statistic lare test- leed, t-tes utation ar Excel, SPS PO2 2	ampling Meaning e of Lib nt analy ational l a analy s for sa Equal d t for In nd Inter S softw PO3 1	g, Probab g, Concep rary Reso sis, Intern Research, ysis and imple, Tr listribution depende pretation vare for PO4 2	bility and t, Need a burces lal and E: Library l Interpr esting th on, Norr ent and I n, Rank data ana PO5 1	and Impor external Va Resources retation ne Hypoth mal and Dependen Difference thysis	heses,
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 Gupta, S.P. (2010). Research Introductory:Concepts, Methods and Techn Gupta, S.P. (2010). Research Introductory: Concepts, Methods and Techniques. ShardaPustakBhawan, Allhabad

4. Singh, A.K. (2003). Test, Measurement and Research Methods in Behaviural Sciences. BhartiBhawan, Patna

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Garrett, H.E. (1973). Statistics in Education and Psychology. Yakills Fitter Simsond Pvt. Ltd. Mumbai
 Buch, M.B. (1974). A survey of Research in Education (Centre of advanced studies in Education, M.S. University Baroda

9. Pandey, K.P (2005). Fundamental of Educational Research. VishwavidyalayaPrakashan Varanasi

1.NameoftheDepartment	:Education										
2.CourseName		Enviror	nmental Education			L		Т]	P
3.CourseCode		EDY605				4		1			0
4.TypeofCourse(use tick	mark)					Core(√)	DE	0		FC()	
5.Pre- requisite(ifany)			6.Frequency(usetick marks)	Even()	Odd(√)	Eith	ner Sem()	Every Se	em()
7.TotalNumberofLecture	es,Tutorials,I	Practicals									
Lectures=40			Tutorials=10		P	ractical=I	Nil				
8. COURSEOBJECTIVI	ES: The purpo	ose of this post graduate cour	se is to impart theoretic	al know	ledge of	Environm	ental stuc	lies and 1	ts import	ance	
		rnerswilldevelopfollowingatt	ributes:								
-	=	ATTRIBUTES									
C01		To make students tea education.	chers aware of the	e conc	cept, in	nportanc	e scope	e and a	aims of	enviror	ımental
CO2		the negative effects of									
C03		To orient student teacl		ompo	nents o	f enviroi	nment f	or prep	aring a	curricu	lum for
CO4		To enable the studer	nts teachers to de	velop	variou	s metho	ds and	strate	gies fo	r realizi	ng the
C05		To enable the student	teachers to unders	stand a	about v	arious p	rojects	in the	area of	enviror	ımental
Unit-1	Number	of lectures=10	Titleoftheunit:Introd	luction							
Concept, Importance a environment.	ind scope, A	Aims and Objectives, G	uiding principles a	nd Foi	undatio	n, Relati	onship	betwee	n man a	and	
Unit-2	Number	oflectures=10	Title of the unit: Env	ironme	ntal haza	rds					
for conservation, pres	ervation ar	nd protection of rich env									
Unit-3	Number	of lectures=10	Title of the unit: Env	ironme	ntal Educ	ation					
Special nature of curri	culum in E	nvironmental education	. Concept of Envir	onmer	nt and F	Ecosyster	n. Natu	ral svs	tem ear	th and	
-						•		•			
Unit-4	Number	of lectures=10	Title of the unit: Env	ironme	ntal Awa	reness					
	-	•	•		-	-				-	ion to
· 1 1			<i>,</i>	0, 2,			0	,			
Unit-5		1		ironmer	nt Manag	ement					
3.CourseCode EDY605 4 1 0 4.TypeofCourse(use tickmark) Graduation in any Discipline (B.Ed.) Graduation in any Discipline (B.Ed.) Graduation in any Discipline (B.Ed.) Corre(5) DE() FC() 7.TotalNumberofLectures/Tutorials/Practicals Tutorials-10 Practical=Nit Enter-Sem() Every Sem() 8. COURSEORJECTIVES: The purpose of this post gnaduate course is to impart theoretical knowledge of Environmental studies and its importance 9 9. COURSEOUTCOMES (CO): Afterthesucces/fulcourscompletion.learnerswilldwe/lag/dilowingattributes: COURSEOUTCOMES (CO): ATTRIBUTES ATTRIBUTES 5 CO1 To make students teachers aware of the concept, importance scope and aims of environmental education. To orient student teachers with possible environmental, hazard enabling them to combat w the negative effects of the programmes of environmental erosion and pollution at various stages ieducation. To enable the students teachers to develop various methods and strategies for realizing t objectives of environmental education. CO3 To enable the students teachers to understand about various projects in the area of environmental environmental education. CO4 To enable the students cachers to understand about various projects in the area of environmental environmental pollution; physical, air, water , noise, chemical pollution, extinction of flora and fauna, deforestation, soil erosion, Ne for conservation, preservation		·									
-		-		-	rganizii	ng ,staffi	ng, dire	ecting,	coordina	ation rep	orting,
	ve study er	nvironmental projects fr	om various countri	es.							
	hutos				PO1	PO2	PO3	PO4	PO5	POG	PO7
То т	nake stude			tance							
haza the	rd enablin programm		the negative effe	cts of	2	3	3	2	2	3	3
		dent teachers with w	various componen	ts of	3	3	1	2	2	3	3

CO3

	environment for preparing a curriculum for environmental							
	education.							
CO4	To enable the students teachers to develop various methods	2	3	2	3	2	1	1
004	and strategies for realizing the objectives of environmental							
	education.							
	To enable the student teachers to understand about various	3	2	1	2	2	1	1
CO5	projects in the area of environmental studies in different							
	countries.							
	3Strongcontribution,2Averagecontribution,1Low	vcontribu	ution					
12.Briefdescript	ionofselflearning/E-learning component							
	torialspoint.com/environmental_studies/environmental_studies_eco torialspoint.com/environmental_studies/environmental_studies_en							
	torialspoint.com/environmental studies/environmental studies fur				htm			
10p5.,, , , , , ,				.5,500111.				
13.Booksrecomm	ended:							
1 NCERT (10)	081) Environmental Education at school level New Delhi							

- 1. NCERT (1981) Environmental Education at school level, New Delhi.
- 2. Sharma, R.C.(1981) Environmental Education at school level, New Delhi, Metropolitan, UNESCO.

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