

**Unit I Environmental Education**

- i) Meaning, scope and importance of environmental education.
- ii) Objectives of Environmental Education
- iii) Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

**Unit II Environmental Concerns**

- i) Causes and consequences of environmental degradation
- ii) Air pollution: causes consequences and remedies
- iii) Water pollution: causes, consequences and remedies
- iv) Deforestation and its implications suggest some remedial measures

**Unit III Environmental Awareness**

- i) Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
- ii) Programmes of environmental education for attitude changes among the children with special reference to Save Dal, Save Hangul, Save Tiger Project.
- iii) Chipko movement.

**Unit IV Man and Environment**

- i) Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
- ii) Concept of hazard, disaster and vulnerability.
- iii) Natural Disasters: Floods, Flash floods, Drought, Earthquakes, Cloudbursts and Landslides

**REFERENCES:**

1. Carson, Sean McB., Environmental Education – Principles and Practices: Edward Arnold Publishers, 1978
2. George, Martin and Turner, Environmental Studies U.K. Blond Education
3. Odum, E.P., 'Fundamental of Ecology' W.B. Saunders Company London (1971)
4. NCERT (1981) Environmental Education at school level
5. Saxena, A.B., 'Environmental Education' National Psychological Corporation (1986)
6. Sharma, R.C., Environmental Education Metropolitan Publishers, New Delhi, 1981

**Unit I Exceptionality**

- i) Meaning, significance and scope.
- ii) Levels of intervention: Preventive, remedial and compensating.
- iii) Special education: Meaning, significance and scope.

**Unit II Categories of Special Children**

- i) Physically challenged: Visually and Hearing impaired.
- ii) Mentally Retarded
- iii) Gifted

(With special reference to causes, characteristics and educational measures)

**Unit III Inclusive Education**

- i) Historical background of inclusive education.
- ii) Principles of inclusion and necessary resources.
- iii) Inclusion, integration and mainstreaming.

**Unit IV National initiatives**

- i) Integrated education for disabled children (IEDC, 1974)
- ii) Rehabilitation Council of India (1992)
- iii) Sarva Shiksha Abhiyan (SSA 2000)
- iv) National Curriculum Framework (NCF, 2005)

**Reference:-**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Hallahar, D.P., & Kauffman, J. M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.
3. Kirk, S. A., & Gallagher J. J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
4. Werts, Margaret G. (2011) Fundamentals of Special Education. P.H. I Learning Private Ltd. New Delhi.
5. Education of Children with Special needs G. Lokanandha Reddy, R. Ramar, A. Kusuma
6. Educating Exceptional Children S. K. Mangal
7. Special Education Parveen, A.

Paper 102

**Learning & Development**

M. Marks 80

Unit I

**Psychology & Educational Psychology**

- i) Nature, Meaning and Scope of Psychology
- ii) Nature & Meaning of Educational Psychology
- iii) Functions Educational Psychology

Unit II

**Understanding Learner**  
*Stages of Human development*

- i) Physical, Social, Emotional & Cognitive development patterns.
- ii) Stage - specific Characteristics of Infancy & Childhood
- iii) Characteristics & Problems of Adolescents.
- iv) Guidance & Counseling for adolescents.

Unit III

**Learning & Motivation**

- i) Concept of learning & its nature
- ii) Factors of influencing learning – Personal & Environmental
- iii) Motivation – Nature, Types:  
- Techniques of enhancing learner's motivation
- iv) S-R Theory of Learning (Thorndike)
- v) Operant Conditioning theory of learning (Skinner)
- vi) Constructivism- Vygotsky

Unit IV

**Intelligence and Personality**  
**Intelligence**

- i) Nature & Meaning
- ii) Measurement of Intelligence – Concept of I.Q, Verbal and Non-verbal (One test from each category to be discussed)
- iii) Theory of Multiple Intelligences (Howard Gardner)
- iv) Structure of intellect (Guilford)

**Personality**

- i) Nature & Meaning
- ii) Determinants of Personality – biological & socio-culture determinants
- iii) Trait-theory of Personality (Allport)
- iv) Psycho analytic theory of Personality (Freud)  
Educational Implications of the above mentioned theories.

**Reference:-**

- 1. Mayer, R.E (1987) Educational Psychology; A Cognitive Approach, H.W. Brownan and Company, Boston.

2. Gange. E (1985) The Cognitive Psychology of School Learning, Little Brownan.
3. Derville, Leonore, M.T (1982) The use of Psychology in Teaching Longma London.
4. Biggs, Jhon B. (1987) The Process of Learning, 2nded prentice Hall, Sydney.
5. Gagne, R.M (1965) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
6. Mc Shane, J. (1991) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
7. Glover, J.A and Bruning Educational Psychology principles and Applications, Scott, foreman and Co, London.
8. Dececco J.P. (1970) Psychology of Learning and instruction! Educational Psychology, prentice Hall of India Ltd, New-Delhi.
9. K Lausmeir, H.J (1964) Learning and Human Abilities. Educational Psychology Harper and Row and John weather Hill, Tokyo.
10. Allport g.W. Pattern and Growth in personality.
11. Ferguson Personality Measurement.
12. Hall and Lindzy Theories of Personality
13. Hilgard Theories of Learning.
14. Kelly Personality Assessment .
15. Mowrer Theories of Learning (Vol.)
16. Marx M.H. System and Theories in Psychology.
17. Ross Stanger Personality.
18. Skinnor Educational Psychology.
19. Spinthal Educational Psychology

**Paper 103 Population and Gender Education**

M. Marks 80

**Unit I Population Education and Population Dynamics**

- i) Concept, meaning and objectives.
- ii) Need and Importance
- iii) Distribution & density
- iv) Population composition – Age, Sex, Rural/Urban.
- v) Factors affecting Population growth – fertility, mortality & migration

**Unit II Population Education in Schools**

- i) Scope of population education in school
- ii) Methods & approaches: Inquiry approaches, observation, self study, discussions assignments.
- iii) Use of Mass Media – Newspapers, Radio, TV, & A-V aids.

**Unit III Gender Studies**

- i) Concept, need and scope of gender studies
- ii) Gender studies as an academic discipline
- iii) Gender, economy and work participation
- iv) Gender, globalization and education

**Unit IV Issues of Indian Women**

- i) Women education: need, importance and problems
- ii) Co-education- its educational implications
- iii) Education of girl child in India: present status and challenges ahead
- iv) Kasturba Gandhi Balika Vidyalyiya
- v) Girls education in SSA and RMSA

**Reference:-**

1. U. K. Singh & S. N. Sudershan Population Education, Discovery Publishing House, New Delhi - 110002.
2. A. Bhatia Population Education Ankar Publishing Tajpur Road, Ludhiana
3. M. V. Lakhmi Reddy Population Education Ashish Publishing House 8/8 punjabi Bagh, New Delhi.
4. Women and Globalisation Sushma Srivaskar Common Wealth publishers
5. Gender Inequality & Women Empowerment; Anil Kumar Thai Axis Books Pvt. Ltd.
6. Gender Mainstreaming and issues S. Barik Adhyayan publishers & distributors
7. Gender Sociology Sumit Dutta (2013) Wisdom press.
8. Child Welfare Development D. Paul Chowdhary ATMARAM & Sons