

YEAR	I	MAEdu-101	CREDIT	4
SEMESTER	I	PHILOSOPHY OF EDUCATION	HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>	<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To identify and define the concept of Philosophy and to understand the Philosophical origins of educational theories and Practices.</p> <p><b>CO2:</b> To enable the student to develop a Philosophical and logical outlook towards Educational problems and contemporary issues.</p> <p><b>CO3:</b> To understand aims nature and functions of Educational Philosophy and its relationship to other subjects.</p> <p><b>CO4:</b> To analyze the concept and process of getting true knowledge and its related Phenomena in present scenario.</p> <p><b>CO5:</b> To Interpret the contribution of various Indian and western schools of Philosophy in the field of education.</p> <p><b>CO6:</b> To analysis the thoughts of different Indian and Western Philosophers on the basis of Metaphysics, Epistemology and Axiology.</p>			
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Education and Philosophy</b>			Hrs 10
	<ul style="list-style-type: none"> <li>• Concept and definition of Education and Philosophy</li> <li>• Relationship between Education and Philosophy</li> <li>• Educational Philosophy and Philosophy of Educational</li> <li>• Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education</li> </ul>			
<b>UNIT-II</b>	<b>Educational Thinker and their contribution in Education</b>			Hrs 10
	<ul style="list-style-type: none"> <li>• Swami Vivekananda</li> <li>• Ravindra Nath Tagore</li> <li>• Mahatma Gandhi</li> <li>• Froebel,</li> <li>• Herbert Spencer,</li> <li>• John Dewey,</li> </ul>			
<b>UNIT-III</b>	<b>Indian Schools of Philosophy</b>			Hrs 15
	<ul style="list-style-type: none"> <li>• Vedanta</li> <li>• Buddhism</li> <li>• Samkhya</li> <li>• Jainism</li> <li>• With Special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher</li> </ul>			
<b>UNIT-IV</b>	<b>Western Schools of Philosophy</b>			Hrs 15
	Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education,			
<b>UNIT-V</b>	<b>Modern Concept of Philosophy</b>			Hrs 10

	Analysis- Logical analysis Logical empiricism Positive relativism	
<p align="center"><b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show</p>		
<p align="center"><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>• Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus.</li> <li>• They can do such a project either individually or jointly with other Students.</li> <li>• Students will be required to submit a long essay on a philosophical topic to the teacher.</li> </ul> <p><b>COURSE OUTCOMES:</b></p> <p>By the end of this course, students will be able to-</p> <p><b>CO1:</b> To enable the students to explain the concept of Philosophy and to describe the Philosophical origins of educational theories and Practices.</p> <p><b>CO2:</b> To facilitate the students to develop a Philosophical and logical outlook towards Educational and contemporary issues.</p> <p><b>CO3:</b> To comprehend the nature and functions of Educational Philosophy and its relationship to other discipline.</p> <p><b>CO4:</b> To evaluate the concept and process of getting true knowledge and its related Phenomena in present scenario.</p> <p><b>CO5:</b> To Interpret the contribution of various Indian and western schools of Philosophy in the field of education.</p> <p><b>CO6:</b> To analysis the thoughts of different Indian and Western Philosophers on the basis of Metaphysics, Epistemology and Axiology.</p>		

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YEAR	I	MAEdu-102	CREDIT	4
SEMESTER	I	FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY	HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>	<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To understand the concept and origin of Educational Psychology and to know the different theories of Psychology.</p> <p><b>CO2:</b> To know the relationship between Education and Psychology and their different Schools in recent trends.</p> <p><b>CO3:</b> To understand the concept and Principles of growth, development and maturity in the context of Infancy, childhood and Adolescence.</p> <p><b>CO4:</b> To become familiar with the concept of learning and motivational theories and their Implications in behavior to enhance learner's competences.</p> <p><b>CO5:</b> To develop critical appreciation and insight into the Constructivist, Social Constructivist and Humanistic Approaches of Learning.</p> <p><b>CO6:</b> To analysis the concept, types and cause of Individual differences and to understand their educational implications.</p> <p><b>CO7:</b> To develop insight into mental Health Education and a positive attitude towards mentally disturbed people and to understand the strategies for promoting good mental health.</p>			
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Nature of Educational Psychology</b>			Hrs 12
	<ul style="list-style-type: none"> <li>Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.</li> <li>Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.</li> <li>Recent Trends in Educational Psychology</li> </ul>			
<b>UNIT-II</b>	<b>Dynamics of Individual Development</b>			Hrs 10
	<ul style="list-style-type: none"> <li>Growth and Development: Concept, Difference, Principles of Development.</li> <li>Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications.</li> <li>Problems of Adolescents, Educational support required for adolescents</li> </ul>			
<b>UNIT-III</b>	<b>Learning &amp; Motivation</b>			Hrs 15
	<ul style="list-style-type: none"> <li>Meaning, Concept, nature, Process &amp; factors affecting Learning, Gagne's Hierarchy of Learning</li> <li>Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and Humanistic Approach</li> <li>Motivation: Meaning, Nature &amp; Types, Principle &amp; Techniques of Enhancing Learner's Motivation</li> </ul>			
<b>UNIT-IV</b>	<b>Individual Differences</b>			Hrs 10
	<ul style="list-style-type: none"> <li>Meaning and Types or varieties of individual Differences</li> <li>Causes and distribution of Individual Differences</li> <li>Educational Implications of Individual Differences</li> <li>Individual Differences in schools and Classrooms</li> </ul>			
	<b>Mental Health</b>			

**UNIT-V**

- Concept, factors, function and Importance of Mental Health
- Issues concerning the youth: Identity crises. Self awareness,

Hrs 13

	positive attitude, self discipline, self motivation <ul style="list-style-type: none"> <li>• Strategies for promoting good mental health: behaviour therapy, CBT, REBT, Humanistic etc</li> <li>• Concept of Adjustment &amp; Mal Adjustment</li> <li>• Coping Strategies and Building Resilience</li> </ul>	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<p style="text-align: center;"><b>PRACTICUM</b></p> <p style="text-align: center;">Conduct and interpretation of following tests :</p> <ul style="list-style-type: none"> <li>• Learning Test</li> <li>• Mental Health Test</li> <li>• Adjustment Scale</li> <li>• Stress Management test</li> <li>• Transfer of learning using mirror drawing apparatus</li> <li>• Whole vs. part method of learning poetry</li> <li>• Achievement Motivation Test</li> </ul> <p><b>COURSE OUTCOMES:</b></p> <p>After completion of the course the students will be able</p> <p><b>CO1:</b> To describe the concept of Educational Psychology and to identify the different schools of Psychology.</p> <p><b>CO2:</b> To evaluate the relationship between Education and Psychology and their different theories in recent trends.</p> <p><b>CO3:</b> To define the growth, development and maturity in the context of Infancy, childhood and Adolescence.</p> <p><b>CO4:</b> To know the concept of learning and motivational theories and their Implications to enhance the student's competences.</p> <p><b>CO5:</b> To describe the Constructivist, Social Constructivist and Humanistic Approaches of Learning.</p> <p><b>CO6:</b> To explain the concept, types and cause of Individual differences and to identify their educational implications.</p>		
<p><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.</li> <li>• Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.). Jaypee Brothers Medical Publishers.</li> <li>• Reber, S. A., &amp; Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.</li> <li>• Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.</li> <li>• Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.</li> <li>• Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education</li> </ul>		

YEAR	I	MAEdu-103	CREDIT	4
SEMESTER	I	METHODOLOGY OF EDUCATIONAL RESEARCH	HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>	<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To understand the Research Philosophy and the meaning, Types &amp; Nature of Educational Research.</p> <p><b>CO2:</b> To develop the insight into framing the Research Topic and foundations of Educational Research.</p> <p><b>CO3:</b> To understand the Methodology of Educational research and to develop the ability of Review of Literature.</p> <p><b>CO4:</b> To understand about the Concept of Population, Sample, characteristics of good sample, fundamentals of sampling theory and technique to apply tools to collect valid and reliable data.</p> <p><b>CO5:</b> To know construction and use of different kinds of Data collection Tools and Techniques in different Educational Research Areas.</p> <p><b>CO6:</b> To formulate Research Questions, Objectives and Hypothesis as well as their testing by the use of statistics.</p> <p><b>CO7:</b> To familiarize about various measurement and scaling techniques and their standardization procedure.</p>			
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>INTRODUCTION TO EDUCATIONAL RESEARCH</b>			12 hrs
	Meaning and nature, need and importance and scope of educational research; Types of Educational Research - Fundamental Research, Applied Research and Action Research			
<b>UNIT-II</b>	<b>METHODS OF EDUCATIONAL RESEARCH</b>			12 hrs
	Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data ; Descriptive Research- surveys, case study, content analysis, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research; Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs; Qualitative Research.			
<b>UNIT-III</b>	<b>REVIEW OF LITERATURE, VARIABLES AND HYPOTHESIS</b>			11 hrs
	Review of related literature- purpose and need; Research problem - Source, selection and criteria, scope and delimitations, Organizing the Related Literature; Variables - Concept, nature, characteristics and types; Hypothesis - Concept, importance, characteristics and forms; formulation and testing.			

<b>UNIT-IV</b>	<b>SAMPLING TECHNIQUES</b>	13 hrs
	Population- Concept; Sampling- Concept and need, characteristics of good sample; Sampling Methods - Probability sampling & non-probability sampling techniques; Errors in Sampling and sample size	
<b>UNIT-V</b>	<b>DATA COLLECTION, RESEARCH TOOLS AND RESEARCH PROPOSAL</b>	12 hrs
	Techniques & Tools of Data Collection.- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists; Standardization procedure of tools	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<b>PRACTICUM</b>		
<ol style="list-style-type: none"> <li>1. Write a review paper related to your domain.</li> <li>2. Design a tool to collect the data.</li> <li>3. Design a proposal.</li> </ol>		
<b>COURSE OUTCOMES:</b>		
By the end of this course, students will be able to-		
<b>CO1:</b> To describe the concept, Types & Nature of Educational Research.		
<b>CO2:</b> To explain how to frame Research Topic and link different variables of Educational Research.		
<b>CO3:</b> To gain integrated knowledge about the Methodology of Educational research and its Review of Literature.		
<b>CO4:</b> To illustrate the Concept of Population, Sample, characteristics of good sample, fundamentals of sampling theory.		
<b>CO5:</b> To express how to construct different kinds of Data collection Tools and Techniques in different Educational Research Areas for measurement.		



## **REFERENCES**

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YEAR	I	<b>MAEdu-104 CURRICULUM STUDIES</b>	CREDIT	4
SEMESTER	I		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		After completion of the course the students will be able <b>CO1:</b> To know the concept, types, steps and aims of curriculum Development. <b>CO2:</b> To understand the role of Philosophy, Psychology and Sociology in Curriculum designing. <b>CO3:</b> To develop understanding of curriculum as a System analysis and to know the concept, steps, characteristics, need and importance of system in Educational Environment. <b>CO4:</b> To develop the process of Curriculum Development and to analysis the elements of curriculum. <b>CO5:</b> To attain the knowledge of various Models of curriculum Design and content analysis. <b>CO6:</b> To understand the nature, scope, need, aims of curriculum evaluation process and its techniques in Education.		
<b>COURSE CONTENT / SYLLABUS</b>				
	<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Meaning and concept of Curriculum</li> <li>• Aims and objectives curriculum Development</li> <li>• Basic elements curriculum Development</li> <li>• Types of Curriculum :- Activity Centered , Experience Centered, Work Experience, Subject Centered and Core Curriculum</li> </ul>		12 Hrs
	<b>UNIT-II</b>	<b>Foundations of Curriculum Development and System analysis</b> <ul style="list-style-type: none"> <li>• Philosophical ,Sociological and Psychological bases of Curriculum</li> <li>• System concept , Need and Importance</li> <li>• System analysis in Education</li> <li>• Curriculum as a system</li> <li>• Characteristics of System Analysis, Steps</li> <li>• Interaction among different systems and environment</li> </ul>		10 Hrs
	<b>UNIT-III</b>	<b>Principles of Curriculum Development</b> <ul style="list-style-type: none"> <li>• Conceptual framework for Curriculum design</li> <li>• Difficulties in Curriculum design</li> <li>• Elements of the Curriculum, Relation among the elements</li> <li>• Procedural Criteria, Referring To The Comprehensive Plan for Curriculum Development</li> <li>• Factors of curriculum development</li> <li>• Content Analysis</li> </ul>		14 Hrs
	<b>UNIT-IV</b>	<b>Models for Curriculum Design</b> <ul style="list-style-type: none"> <li>• Technical models: Tyler Model, Taba Model. Alexander model</li> <li>• Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model</li> <li>• Eisener model , Schebertian Model</li> <li>• Non Technical Models: open Classroom Model, W R Model and Interpersonal model.</li> </ul>		14 Hrs

<b>UNIT-V</b>	<b>Evaluation of Curriculum</b>	10 Hrs
	<ul style="list-style-type: none"> <li>• Nature and scope of Evaluation</li> <li>• Focus , Need and Purpose of Evaluation</li> <li>• Curriculum Evaluation Design</li> <li>• Techniques in curriculum Evaluation</li> </ul>	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<b>PRACTICUM (any one of the following):</b>		
<ul style="list-style-type: none"> <li>• Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.</li> <li>• Review of any school text book, in the light of physical aspects, presentation of content and its organization.</li> <li>• Comparative study of status of elementary education in various state (at least four).</li> <li>• Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.</li> </ul>		
<b>COURSE OUTCOMES:</b>		
By the end of this course, students will be able to-		
<b>CO1:</b> To explain the meaning, definition, types and steps of curriculum Development.		
<b>CO2:</b> To comprehend the role of different disciplines for designing Curriculum.		
<b>CO3:</b> To develop understanding of curriculum as a System analysis and to know the concept, steps, characteristics, need and importance of system in Educational Environment.		
<b>CO4:</b> To describe the Development process of Curriculum and to identify the elements of curriculum.		
<b>CO5:</b> To get the knowledge of different Models and techniques of curriculum Design and content analysis.		

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- 66 PAPER- 13 COURSE CODE: C03-DIS COURSE TITLE:  
DISSERTATION PR

<b>YE AR</b>	<b>I</b>	<b>MAEdu-105 (Elective) ENVIRONMENTAL EDUCATION</b>	<b>CREDIT</b>	3
<b>SEMEST ER</b>	<b>I</b>		<b>HOURS</b>	<b>60</b>
			<b>Marks</b>	<b>100(60+40)</b>
<b>OBJECTIVES:</b>		<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To understand the Multidisciplinary Nature of Environmental Studies and acquire knowledge about the concept, need, scope and importance Environment.</p> <p><b>CO2:</b> To acquire knowledge about Renewable and Non-renewable Resources to play role in conservation of natural resources.</p> <p><b>CO3:</b> To understand the concept of Ecosystem, structure and function of Ecosystem, food chain for sustainability of nature.</p> <p><b>CO4:</b> To create interest of the students in Environmental Education, Biodiversity and Its Conservation regarding Indian mega diversity.</p> <p><b>CO5:</b> To understand about the concept, Types, causes effects and role of an individual in preservation of Pollution.</p> <p><b>CO6:</b> To develop a sense of accountability towards local and global issues of Environment such as, climate change, global warming and ozone layer depletion.</p> <p><b>CO7:</b> To develop environmental ethics and desirable attitude, values and respect in the context of Environmental Education.</p> <p><b>CO8:</b> To aware the laws and Acts regarding Air, Water and Forest and to know the National and Global constitution in the concern of prevention and conservation of Water, Forest and Soil.</p>		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>The Multidisciplinary Nature of Environmental Studies</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Definition, scope and importance</li> <li>• Need for public awareness</li> <li>• Renewable and Non-renewable Resources: Natural resources and associated problems in Recourses – Forest, Water, Food, Energy, Mineral, Land.</li> <li>• Role of an individual in conservation of natural resources</li> </ul>			
<b>UNIT-II</b>	<b>Ecosystems</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Concept of an ecosystem; Structure and function of an ecosystem.</li> <li>• Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.</li> <li>• Food chains, food webs and ecological pyramids.</li> <li>• Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.</li> </ul>			
<b>Biodiversity and Its Conservation</b>				

<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• Introduction, definition: genetic, species and ecosystem diversity.</li> <li>• Biodiversity at global, National and local levels and its values</li> <li>• India as a mega-diversity nation.</li> <li>• Hot-spots of biodiversity.</li> <li>• Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.</li> <li>• Endangered and endemic species of India.</li> <li>• Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity</li> </ul>	14 Hrs
<b>UNIT-IV</b>	<p><b>Environmental Pollution</b></p> <ul style="list-style-type: none"> <li>• Definition, Causes, effects and control measures of</li> </ul>	12 Hrs

	<p>(a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards</p> <ul style="list-style-type: none"> <li>• Solid waste management: Causes, effects and control measures of urban and industrial wastes.</li> <li>• Role of an individual in prevention of pollution. Pollution case studies. Disaster management: Floods, earthquake, cyclone and landslides.</li> </ul>	
<b>UNIT-V</b>	<p><b>Social Concerns and the Environment</b></p> <ul style="list-style-type: none"> <li>• Urban problems; Water conservation, rain water harvesting, watershed management.</li> <li>• Environmental ethics: Issues and possible solutions.</li> <li>• Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li>• Air (Prevention and Control of Pollution) Act.</li> <li>• Water (Prevention and Control of Pollution) Act.</li> <li>• Forest Conservation Act.</li> </ul>	10 Hr s

#### **PRACTICUM**

- Visit to a local area to document environmental assets—river/forest/grassland/hill/ Mountain.
- Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems—pond, river, hill slopes, etc.

#### **COURSE OUTCOMES:**

By the end of this course, students will be able to-

**CO1:** To identify the Multidisciplinary Nature of Environmental Studies and to explain the concept, need, scope and significance of the Environment.

**CO2:** To gain knowledge about the natural resources and their role in the life of human being.

**CO3:** To describe the Ecosystem, structure and function of Ecosystem and sustainable development.

**CO4:** To comprehend the concept, Types of pollution and to explain the role of an individual in the preservation of Pollution.

**CO5:** To evaluate the laws and Acts regarding pollution and to identify the National and International charter in the concern of prevention and conservation of nature.

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YEAR	I	MAEdu.-101 YOGA EDUCATION	CREDIT	4
SEMESTER	I		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To comprehend the Philosophy of yoga and its relationship to individual and community for spiritual enlightenment.</p> <p><b>CO2:</b> To know metaphysical concept that support the Yoga Philosophy such as; the Purusha and Prakriti, Budhi (Mahat) and Ahamkar etc as basic components of individual.</p> <p><b>CO3:</b> To understand the relevance of yoga as a way to spiritual ascent of individual through physical and mental integration.</p> <p><b>CO4:</b> To know the different types of Yoga – The Ashtang yoga, the Jnana yoga, Bhakti yoga, Integral yoga and other advance off-shoots of yoga.</p> <p><b>CO5:</b> To understand the Psychosocial basis leading to a dynamic transformation of personality through concentration, meditation and various types of Samadhi.</p> <p><b>CO6:</b> To comprehend the scientific basis and therapeutic values of yoga as well as to know the different Asans for a sound health.</p>		
<b>COURSES CONTENT/ SYLLABUS</b>				
<b>UNIT-I</b>		<ul style="list-style-type: none"> <li>• The meaning and definitions of Yoga.</li> <li>• Yoga as a way to healthy and integrated living.</li> <li>• Yoga as a way to socio-moral upliftment of man.</li> <li>• Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.</li> <li>• The Philosophy of yoga and its relationship to individual and social upliftment:</li> </ul>	<b>Hrs. 10</b>	

<p style="text-align: center;"><b>UNIT-II</b></p>	<ul style="list-style-type: none"> <li>• Metaphysical basis of yoga</li> <li>• Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.</li> <li>• Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.</li> <li>• Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir).</li> <li>• Nature of knowledge and knowledge getting process – the Pramanas.</li> </ul>	<p style="text-align: center;"><b>Hrs. 10</b></p>
<p style="text-align: center;"><b>UNIT-III</b></p>	<ul style="list-style-type: none"> <li>• Different types of yoga systems and characteristics of yoga practitioner:</li> <li>• Ashtanga yoga of Patanjali</li> <li>• Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.</li> <li>• Integral yoga of Aurobindo and modern off shoots of yoga</li> <li>• Characteristics of a practitioner of yoga.</li> </ul>	<p style="text-align: center;"><b>Hrs. 15</b></p>
<p style="text-align: center;"><b>UNIT-IV</b></p>	<ul style="list-style-type: none"> <li>❖ The instrumentals of yoga (Sadhana pad).</li> <li>❖ The Five yamas (observances).</li> <li>❖ The Five Niyamas (abstinences).</li> <li>❖ Asans – The right postures.</li> <li>❖ Pranayam – controlling the breadth.</li> <li>❖ Pratyahara – controlling the senses.</li> <li>❖ Dharana (concentration) and its methods</li> <li>❖ Dhyana (meditation) and its kinds.</li> <li>❖ Samadhi – its various types.</li> </ul>	<p style="text-align: center;"><b>Hrs. 15</b></p>
<p style="text-align: center;"><b>UNIT-V</b></p>	<ul style="list-style-type: none"> <li>❖ Scientific basis of yoga – yoga and mental health:</li> <li>❖ Yoga and Bio-feedback</li> <li>❖ Therapeutic values of yoga.</li> <li>❖ Different Asans and their effects to promote a sound physical and mental health.</li> <li>❖ Dhyana, and its therapeutic value.</li> </ul>	<p style="text-align: center;"><b>Hrs. 10</b></p>
<p><b>COURSE OUTCOMES:</b></p>	<p>By the end of this course, students will be able to-</p> <p><b>CO1:</b> To explain the Philosophy of yoga and its connection to individual and society for pious development.</p> <p><b>CO2:</b> To describe the metaphysical concept that supports the Yoga Philosophy as basic component of individual.</p> <p><b>CO3:</b> To analysis the relevance of yoga as a way to spiritual ascent of individual through Physical and mental integration.</p> <p><b>CO4:</b> To define the different types of Yoga with their suitable examples.</p>	

	<p><b>CO5:</b> To identify the Psychosocial basis leading to a dynamic transformation of personality through meditation.</p> <p><b>CO6:</b> To explain the scientific basis and therapeutic values of yoga for a sound mental and Physical health.</p>	
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