

**P.G. 4<sup>th</sup> SEMESTER SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**COTTON UNIVERSITY**

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**PAPER : EDN1001C**

**ENVIRONMENTAL AND POPULATION EDUCATION**

**(Credits: 2+1+1=4)**

**Objectives:**

- To make the students to understand about the concept, importance, scope and aims of environmental education.
- To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programs of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.

**Unit 1: Introduction to Environmental Education:**

- Concept of Environment and Ecosystem
- Relationship between Man and Environment
- Concept, importance and scope of environmental education
- Difference between Environmental Education and Environmental Science
- Aims and objectives of Environmental Education
- Guiding principles and foundations of Environmental Education
- Interdisciplinary and Multidisciplinary nature of Environmental Education
- Historical Background of Environmental Education
- Concept of Sustainable Development and Special Significance of Environmental Education in Sustainable Development.

**Unit 2: (A) Environmental Degradation**

- Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards.
- Global Environmental Issues: Acid Rain, Ozone Layer Depletion, Green House Effect and Nuclear Accidents.

**(B) Methods and approaches of Environmental education and environmental movements**

- Methods – Discussion, seminar, workshop, Dialogue, Problem solving, Field surveys, projects and exhibitions
- Environmental Education at Different Levels of Education
- Movements: Earth summit 1972, Earth summit 1992, Earth summit 1997,

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Earth summit 2002, Earth summit 2008, Earth summit Agenda 21, Montreal protocol, Chipko movement, Wildlife conservation strategy (WCS).

**Unit- (A) Population Growth and Population Education**

**3:**

- Inter-relationship between Population Growth and Environment with special reference to India
- Human Development Index; implications of population growth on food supply, water scarcity, sanitation, housing, employment, health, education etc.
- Concept, characteristics and scope of Population Education
- Importance and Methods of Population Education
- Measures of Population Control, Population Policy of the Government of India(2000)

**(B) Environmental Management**

- Concept and Scope of Environmental Management.
- Strategies of Environmental Management.
- Resource consumption patterns and the need for equitable utilization
- Preserving resources for the future generations

**Unit- Report Writing on Field Trip**

**4:**

- Areas: Environmental Awareness, Population Condition, Health Issues, Other Environmental Issues etc.

N.B. The following procedures must be followed in the Report Writing:

1. Title
2. Objective
3. Background of the study
4. Methodology
5. Findings of the Study
6. Conclusion

**References:**

- Aggarwal, J.C. (2010): Education For Values, Environment And Human Rights. Delhi. Shipra Publications. ·
- Agarwal, S.P. And Aggarwal, J.C. (1996) Environmental Protection, Education And Development. New Delhi: New Concepts. ·
- Das,S (Ed) 2011: Environmental Issues And Problems , Guwahati, K.K.Publication. ·
- Huglies, David. Environmental Education, Key Issues Of The Further, New York. ·
- Kumar, A (2009): A Text Book Of Environmental Science.New Delhi; Aph Publishing Corporation. ·
- Ramakrishnan, P.S. : Ecology And Sustainable Development. National Booktrust. New Delhi. ·

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- Saini, L.D. (2006): Environmental Education. Kalyani Publishers. New Delhi. ·
- Shrivastava, K.K : Environmental Education, Concepts And Management. Krishna Publishers Distribution, New Delhi. ·
- Sharma, V.S. (2005): Environmental Education. New Delhi. Anmol Publication ·
- Sharma, R.A.(2008): Environmental Education. Meerut. R.Lall Books Depot.

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**(Special Paper-2)**

*(Students will have to choose any one from the following options)*

**PAPER : EDN1002SP1**

**GUIDANCE AND COUNSELLING**

**(Credits: 4+1+0=5)**

**Objectives:**

- To enable the students to understand the concept, purpose and importance of guidance and counseling.
- To enable the students to understand about the different types of guidance programmes and their organization.
- To prepare students to gain insight about organization of guidance services.
- To enable the student to understand the concept of Child Guidance and its relevance.

**Unit 1: Concepts of Guidance and Counseling**

- Concept and meaning of Guidance, Principles of Guidance. Scope and Areas of Guidance.
- Development of Guidance and Counseling.
- Counseling- Meaning, Nature, Principles, Techniques and Counseling Procedure.
- Approaches of counseling: Directive, Non- Directive and Eclectic.
- Counseling and Psychotherapy.
- Guidance needs of the students – Home- Centered problems, School-Centered Problems, Adjustment Problems.

**Unit 2: Bases of Guidance and Guidance Programmes.**

- Different Types of Guidance- Educational, Vocational and Personal.
- Objectives, Nature, Factors and Functions of Educational Guidance.
- Concept, Objectives, Functions and Development of Vocational Guidance.
- Meaning, Objectives, Strategies of Personal Guidance.
- Well-Organized Guidance Programme.
- Guidance programme in school and different stages- Primary, Secondary and Higher.

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**Unit 3: Organization of Guidance**

- Guidance Services in India.
- Organization of Guidance Services in Educational Institutions. Individual Inventory Service, Information Service, Follow-up Service, Remedial Service, Occupational Service, Placement Service: their importance and organization.
- Role of different personnel in Guidance- Teachers, Parents, Counselors and Career Masters.
- Characteristics, Qualities and Roles of a Counselor. Professional Ethics of the Counselor.
- Training Programmes for a Counselor.

**Unit 4: Tools and Techniques of Guidance and Counseling**

- Individual guidance and counseling programme.
- Group Guidance – Objectives, Principles, Scope and Techniques.
- Clinical Guidance.
- Job Analysis.
- Tools used in guidance and Counseling- Case study, Questionnaires, Autobiography, Anecdotal reports, Interview, Cumulative Record, Sociometric Techniques, Psycho-Analysis, Personnel Record Card.

**Unit 5: Child Guidance**

- Meaning, Definitions and Nature of Child Guidance.
- Child Guidance Clinic- Importance, Organization of Child Guidance Clinic.
- Personnel involved in Child Guidance Clinic.
- Guidance in Adolescence.

**References:**

- Chauhan, S.S (1982). Principles of Guidance, New York.
- Gibson, R.L & Mitchell, M.H (2003) : Introduction to Counseling and Guidance. New Delhi:
- Jayaswal S. (1981); Guidance and Counselling , Lucknow: Prakashan Kendra.
- Kochhar, S.K.(1979); Guidance in Indian Education, New Delhi: Sterling Publisher Pvt.Ltd.
- Mishra , R.C. (2005); Guidance & Counselling (2 vols); New Delhi: APH, Publishing Cooperation.
- Nayak, A.K. (1997); Guidance & Counselling, New Delhi: APH, Publishing Cooperation.
- Safaya, Rai (2002); Guidance and Counselling , Chandigarh: Abhishek Publishers.
- Sharma, A. (2006); Guidance & Counselling, Guwahati: DVS Publishers and Distributors.

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**PAPER : EDN1002SP2**

**SPECIAL EDUCATION**  
**(Credits: 4+1+0=5)**

**Objectives:**

- To enable the students to understand the meaning and need of special education
- To familiar students with the different types of special education
- To acquaint students with the different governmental policies or legislation regarding persons with disabilities
- To enable students to know about issues and educational provisions, support services for special children

**Unit 1: Special Education and Learning Disability**

- Special education – meaning, nature and need
- Children with special needs – concept, types and characteristics
- Learning disability - concept, types and characteristics
- Identification of children with learning disability and remedial measures

**Unit 2: Visual and Hearing Impairment**

- Visual impairment – concept, characteristics, causes and assessment areas
- Classification of visual impairment, educational provisions
- Role of technology in enhancing functioning of children with visual impairment
- Hearing impairment – concept, characteristics, causes and assessment areas
- Educational provisions, Lip Reading, Sign Language, Finger Spelling, total communication

**Unit 3: Autistic child and child with Cerebral Palsy**

- Autism – concept, characteristics and differences with other overlapping disabilities
- Identification and educational provisions for Autistic children
- Cerebral palsy – concept , types, characteristics and causes
- Educational provisions and other needs of children with cerebral palsy

**Unit 4: Gifted and Mentally Retarded**

- Gifted children – Concept, characteristics and identification
- Educational provisions for the gifted children
- Concept and characteristics of creative child, nurturing creativity
- Mental retardation – definition , characteristics, identification and causes
- Classification , educational provision and vocational training for mentally retarded children

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**Unit 5: Government Policies and Programmes for Disabled Persons**

- Objectives of education for challenged children in the International Year of Disabled person, 1981 with special reference to India
- National Policy on Education , 1986
- Integrated Education Scheme, 1992 for the mildly challenged children
- Human Right as per the UN Standards Rules, 1994
- The Persons with Disabilities (PWD) Act 1995,

**References:**

- Mangal, S.K.(2016). Educating Exceptional Children – An Introduction to Special Children New Delhi, PHI Pvt. Ltd
- Sharma, R.A.(2016).Fundamentals of Special Education. R.Lall Book Depot.
- Skinnwe, C.E. (1968). Essentials of Educational Psychology. New York: Prentice Hall.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

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**PAPER : EDN1002SP3**

**CURRICULUM DEVELOPMENT**

(Credits: 4+1+0=5)

**Objectives:**

- To understand the meaning, significance and scope of curriculum.
- To acquaint students with curriculum construction and its principles.
- To give the knowledge about different models of curriculum construction.
- To enable students to know about importance of curricular and co –curricular activities.
- To provide knowledge about curriculum change and role of teachers.

**Unit 1: Conceptual Background**

- Curriculum: Meaning, Nature, Scope and Significance.
- Elements and Historical Growth of Curriculum.
- Foundations Of Curriculum : Epistemological, Social And Psychological
- Intended Vs Implemented Vs Achieved Curriculum.
- Curriculum Planning : Concept And Process

**Unit 2: Curriculum Design**

- Meaning of Curriculum Design, Principles and Its Needs
- Features of Different Curriculum Design.
- Different Patterns Of Curriculum: Subject Centered, Activity Centered, Experience And Core Curriculum.
- Eclectic Model of Curriculum Design
- National Curriculum Framework: Concept and National Curriculum Framework (2005).

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**Unit 3: Different Models of Curriculum**

- The Administrative Model.
- Taba's Model of Curriculum
- System Analysis Model

**Unit 4: Curriculum Change and Evaluation**

- Curriculum Change: Meaning and Factors
- Role of a Teacher as A Curriculum Maker In The Different Stages Of Education
- Curriculum Evaluation: Meaning and Sources
- Process of Curriculum Evaluation

**References:**

- Aggarwal, J.C.(1990) : Curriculum Reforms In India. New Delhi, Doaba House.
- Bruner, J.S. (1977): The Process of Education. Harvard University Press.
- Dash, B.N. (2007): Curriculum Planning and Development, New Delhi, Doaba House.
- NCERT, (2005): National Curriculum Framework. New Delhi.

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**PAPER : EDN1002SP4**

**STRESS MANAGEMENT**

**(Credits: 4+1+0=5)**

**Objectives:**

- To make the student understand the nature of stress
- To orient the students with the strategies and Prevention of stress
- To acquaint the students with the relaxation methods of stress

**Unit 1: Understanding the nature of stress**

- Meaning, Concept and Models of stress
- Sources of stress: Internal, External, Interpersonal, Systematic
- Adaptive and Maladaptive behavior
- Individual and Cultural Differences
- Difference between eustress and distress
- Impact of stress: Physical, Emotional, Cognitive and Behavioural

**Unit 2: Strategies of Stress Management and Prevention**

- Challenging stressful thinking
- Problem solving and time management
- Psychological and Spiritual Relaxation methods
- Physical methods and stress reduction
- Preparing for the future: College and Occupational Stress
- Stress and Conflict relationships

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**Unit 3: Connection between Social Support and stress**

- Role of Communication and Relationships in managing stress in academic and work performance
- Components of Healthy diet
- Impact of Sleep habit
- The Challenge of Building and using social support

**Unit 4: Managing self and Relaxation Methods**

- Self talk and stress
- Turning Self-Talk into a positive force
- Managing anger
- Altruistic egoism and egoistic altruism
- Heroism and responsibility

**References:**

- Benjamin. H.G. (1997). Coping with chronic stress
- Cooper, C. and Payne, R. (1988). Causes, Coping and Consequences of Stresses at work. Chichester Wiley: An Indian Experience. Delhi: Sage
- Hariharan, M . and Rath, R. (2009). Coping with Life stress
- Johnson. S.L. Field Tiffany M and Schneiderman (2000). Stress, Coping and dipression. Lawrence Erlbaun Associates Pub

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**PAPER : EDN1003OP1**

**HUMAN RIGHTS AND PEACE EDUCATION**

**(Credits: 3+1+0=4)**

**Objectives:**

- To explain the meaning, definition, nature, scope, theories and constitutional perspectives of Human Rights.
- To describe the Concept, Objectives, and Principles of Human Rights in India
- To make them understand the concept and need of Peace education in the present society
- To discuss the various agencies of Peace Education

**Unit 1: Introduction to Human Rights**

- Concept, Meaning , Definition, Nature and scope of Human Rights Education
- Theories of Human Rights, Natural, Liberal, Marxist and Social Theory
- Constitutional Provisions: Fundamental Rights, Duties
- Universal Declaration of Human Rights, 1948



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**Unit 2: Introduction to Human Rights Education**

- Concept, Objectives, Principles and need for Human Rights Education in India
- Basics of Human Rights Education: Societal, Violence against women related to- Causes, consequences and Protection

**Unit 3: Peace Education**

- Concept and Philosophy of Peace Education
- Foundation of Peace and its components
- Peace Education and Education for Peace
- Need and Components of Peace Education :Peace for self, others and environment
- Types of Peace Education (International Peace Education, Developmental Peace)

**Unit 4: Understanding Conflict**

- Nature of Conflict
- Causes of Conflict
- Need Theory- Maslow
- Skills and Strategies for Conflict resolution
- The Media and Violence, Attitude towards balanced media exposure

**Unit 5: Orienting Education for Peace Building**

- Teacher as a Peace Builder- Listening skills, questioning, providing feedback
- Classroom for promoting peace
- Agencies for Peace-Home, School, Local Community

**References:**

- Barash, P. David (2000). Approaches to Peace. New York :oxford university press.
- Galtung, I. (1996). Peace by peaceful means: Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.
- Borah Jagneswar( 2010), Manab Adhikar.Jorhat:Eureka Prakakhan.
- Gogoi, Purandar ( 2004) , Manab Adhikar.Gauhati:Banalata .
- Kapoor, SK ( 2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency.
- Kaur, Manjit (2008), Teaching of Human Rights.New Delhi:A.P.H. publishing corporation,

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**DPW - PROJECT WORK**

**Credits - 6**

*(This Course is compulsory for all the students)*

➤ **Format of the Project Report**

1. Selection of the Topic of Project having Educative Value.
2. Introduction
  - Need of the Study
  - Objectives of the Project.
  - Hypothesis. (If necessary).
  - Delimitation of the Study.
3. Review of the Related Literatures (at least five reviews).
4. Method and Procedure
  - Method used in the Study.
  - Sample.
  - Tools.
5. Analysis and interpretation of Data.
6. Findings of the Project.
7. Suggestion and Conclusion.

**Marks Distribution:**

- |  |       |
|--|-------|
| 1. Project Report Evaluation             | : 40  |
| 2. Project Viva                          | : 20  |
| 3. Continuous Evaluation                 | : 20  |
| 4. Internal Evaluation of Project report | : 20. |

**N.B**

- For External Evaluation= Marks allotted in 1 & 2
- For Internal Evaluation= Marks allotted in 3 & 4.

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