

### 1.3.1 Courses with Environmental Sustainability & Professional Ethics

#### CONTENT LIST

<b>VINAYA BHAVANA (Institute of Education)</b>
<b>Education for Sustainable Development</b>
<b>Gender Society and Education</b>
<b>Peace and Value Education</b>
<b>Environmental Education</b>
<b>Education for Sustainable Development</b>
<b>Human Rights, Peace and Values Education</b>
<b>Health Education and Environmental Studies</b>
<b>Value and Environmental Education</b>

## **1.3.1.- Courses with Environmental Sustainability & Professional Ethics**

### **TWO-YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME**

#### **Sem-I**

#### **B.Ed. 114: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Full Marks-50**

#### **OBJECTIVES:**

On completion of the course the student-teacher will be able to-

1. Understand and appreciate the concept of Sustainable Development in wider perspective.
2. Understand the relationship between Education and Individual and its role in SD
3. Understand the nature and diversified role of schools in contemporary Indian Society for Sustainable Development
4. Explores the dimensions of Human & Child Rights in School and Social context
5. Understand the relevance of Education in Socio-Cultural context and influence of Education on quality of Life.
6. Understand the need and importance of education for peace and the national and international efforts for ensuring peace.
7. Examine the changing emphasis on Education in the context of Globalization, Liberalization and Privatization.

#### **UNIT I: MEANING AND DIMENSIONS OF SUSTAINABLE DEVELOPMENT:**

- *Sustainable Development:* Meaning, Need and Components of SD, Brundtland Commission-1987 & UNESCO, Agenda (Capacity)21, Human Development, HDI
- *Issues in Sustainable Development:* Health, Nutrition and Water, Environmental Protection, Natural Resources, Bio-diversity and Ecosystem, Education, Ethics.

#### **UNIT II: EDUCATION FOR SUSTAINABLE DEVELOPMENT:**

- *Role of Education in Sustainable Development:* National and International Measures, UN Decade of ESD (2005-2014), Millennium Development Goals (MDG)
- *ESD in Socio-Cultural Context:* Education as instrument of Social change, Influence of Social Media, Changing Cinema, Television Network and Life Styles.

#### **UNIT III: SUSTAINABLE DEVELOPMENT IN INDIAN CONTEXT:**

- *Sustainable Development:* Reflections in Indian Culture and Civilization throughout literature and practices, Rabindranath Tagore's ideas, Policies
- *ICTs and sustainable Development:* Potential of ICTs in various fields in India as Health, Education, e-governance, PURA, Knowledge Society

#### **UNIT IV: TOWARDS SUSTAINABLE DEVELOPMENT:**

- *Issues in Schools*- Education for Peace, Dangers to Social Security, terrorism, war, and impact on quality of life, Students Unrest, Mental Peace and conflict, Moral and Ethical Aspects, Education of Heart, Gender Issues, Communal Harmony
- *Good Practices*: Sustainable Development Practices at Schools and Universities, Sustaining Four Hs (Head, Heart, Hand and Health), Three Es (Environment, Economy and Education) and controlling Three Ps (Population, Pollution and Poverty). Working for Community Development and enhancing Life Skills Training Programmes in Schools.

### **PRACTICUM: (Any One)**

- Conducting a Survey in surrounding areas and Preparation of a PPT on a topic relevant to SD
- Developing a Programme for students on how they can enhance Sustainable Development in any field and upload it on social media.
- Preparing a poem, poster, animation or cartoon on any thought provoking theme related to SD and promote it online and in campus.
- Design a programme for Life Skills Training /peace education/environmental conservation/Educational Awareness as a part of community development.
- Submission of at least one assignment.

### **SUGGESTED READINGS:**

1. Abdul Kalam, A.P.J.(2005) *Ignited Minds*, New Delhi: Penguin
2. Beg, M.A. (2014).*Inclusive Growth*, New Delhi: A.K.Publishers
3. Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal
4. GOI (1964) '*Education Commission "Kothari Commission"*'. Ministry of Education
5. GOI (1986) *National Policy on Education*, Ministry of Human Resource Development
6. GOI (1992) *Programme of Action (NPE)*. Ministry of Human Resource Development
7. NCF (2006). *Gender Issues in Education (2005) Position Paper*. New Delhi: NCERT
8. Report of Brundtland Commission (1987) on Sustainable Development
9. Salamatullah, (1979). *Education in Social context*, New Delhi: NCERT.
10. Siddiqui, M.S. (2014) '*Corporal Punishment and RTE Act, 2009: Longing for Life with Dignity in the Classroom*' in '*Education for All*', ed. Jayanta Mete, New Delhi: APH Publishing Corporation
11. Tagore, R.N. (1961). *Crescent Moon*, Santiniketan: Visva-Bharati Press
12. Tewari, D.N. (2009). *Sustainability Crisis*, New Delhi: Ocean Books
13. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
14. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private*
15. Mukherjee, H.B. (2013) *Education for Fullness* , Routledge

16. Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
17. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

Sem-IV

**B.Ed: 142**

## **GENDER SOCIETY AND EDUCATION**

**Full Marks-50**

### **COURSE OBJECTIVES:**

- To enable the student teachers to know the historical development and present scenario of Indian women education.
- To enable the student teachers to realize the need women education for social sustainability.
- To orient the student teachers with the various aspect women empowerment.
- To acquaint the student teachers with approaches to overcome gender gap.

### **UNIT I: PERSPECTIVES OF WOMEN EDUCATION**

- Concept, Nature, objectives and importance of women education.
- Development of women Education in Ancient, medieval India.
- Development of women education in pre-independent period.
- Tagore's view about the emancipation of women through education and Women in Ashram life of Santiniketan.

### **UNIT II: WOMEN AND EDUCATION IN CONTEMPORARY INDIA**

- Status of Indian women education in the 21<sup>st</sup> Century.
- Problems in the way of women education.
- Provisions of women education in various educational commissions after her independence.
- Provisions of women education in Indian Constitution and in various five year plan period.

### **UNIT III: GENDER, EDUCATION AND EMPOWERMENT**

- Need of education for women empowerment
- Agencies of women education (Both Govt & NGOs)
- Establishment of Women's Study Centre (WSC)
- Women education and social change

### **UNIT: IV APPROACHES OF WOMEN EDUCATION**

- Role teacher and as a human being to overcome gender gap at Secondary level as well as in society.
- Teaching strategies for Women Education at Secondary level
- Women and Mass Media
- Researches in Women Education

### **Practicum: (Any One)**

1. Organizing village camp to promote gender equality and preparation of report.

2. Preparing a syllabus on any one of the following-
  - A. Women Education
  - B. Gender and Society
  - C. Women and Equality
  - D. Empowerment of women
3. Collection of basic relevant information about the status of women in the adjoining localities (at least two localities) and preparation of report.

**SUGGESTED READINGS:**

- Agarwal, S.P. (2001) Women's Education in India. Guwahati. Eastern Book House.
- Athreya, Venkatesh B. and Rani, S.C. (1996) Literacy and Empowerment. Sage, New Delhi.
- Bhattacharya, Sabyasachi, J. Bera, C.R. Yagati and B.M. Sankhdher (2001) The Development of Women's Education in India 1850-1920. Kaniskha Publisher, New Delhi.
- Dutt, S. (2000) Women and Education. Anmol Pub. New Delhi.
- Menon, L. (1998): Women Empowerment and Challenges of Change. Kaniskha Publisher, New Delhi.
- National Human Develop Report.
- UNO, (1999) World Survey Report on the Role of Women in Development: Globalisation, Gender and work, New York.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

**B.ED 146.1  
PEACE AND VALUE EDUCATION**

**Full Marks-50**

**Objectives:**

**On completion of the course the student teachers will be able to**

1. Understand the concept and types of values in life and relevance of peace.
2. Get an insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies and sources of values in life.
4. Develop skills and techniques needed to teach value and peace education.
5. Work for active role of the teacher in maintaining peace and values.
6. Get motivation by the work of renowned Philosophers, Sufis & Saints and noble laureate people in the field of peace and maintaining values in society.

**Unit: 1- Introduction and Sources of Values**

1. Values and Types: Concept, Nature and significance, Meaning and importance of value education. Different types of values-Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.

2. Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
3. Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.
4. Sources of value education- Religion, Life of Historical and Spiritual Personalities, Spiritual Traditions, Political and Social System Indian Constitution, UNO.

### **Unit: 2-Approaches and Strategies to Value Education**

1. Role of Social Agencies: Family, Educational Institutions, Communities, Mass Media (Print & Electronic), Social Media, Social Organizations.
2. Activities and Strategies: reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Skit, Poetry, Music, interreligious studies, moral education, anecdotes, Teachings and practices of Sufis and Saints.
3. Role of teachers in value education

### **Unit: 3- Understanding Peace Education**

1. Awareness of Peace: Meaning, Relevance, foundations of peace values, inner and outer peace. Need of Peace Education
2. Threats and Challenges to peace: increasing stresses, conflicts, feelings of insecurity, domestic violence and economic factors resulting in poor quality of life. Communal violence, Fanaticism, Terrorism, Regionalism, increasing crimes, Wars.
3. Peace and Conflict: Internal and External factors, Poverty, Economic Disparities, Political and Social factors. Cultural, ethnographic and Environmental conditions

### **Unit: 4: Approaches to Peace Education**

1. Philosophies of Peace: Mahatma Gandhi, Krishnamurthy, Rabindra Nath Tagore, Martin Luther King and Dalai Lama
2. Efforts for Peace Building by Nobel Peace Laureates: Kailash Satyarthi, Ang Sang Su Ki, Nelson Mandela, Malala Yusufzai.
3. Global Concerns: Role of National and International Agencies, Human Rights, Quality of Life, Security, Educational Uplift, Sustainable Economic Development.
4. Maintaining Peace: Life Skills Education, constructivist approaches in teaching, removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level

### **Practicum/Activity:(Any One)**

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
  - a. Cultural Heritage,
  - b. National Integration
  - c. Secularism

- d. Role of Family
- e. Values in Different Religion

### **Suggested Readings:**

- Abdul Kalam, A.P.J. (2013) *My Journey*. New Delhi: Rupa Publications
- Abdul Kalam, A.P.J. (2013) *You Are Unique*. Bangalore: Punya Publications
- Aurora, G. L. (1995). *Child Centred Education-for Learning without Burden*, Gurgaon: Krishna Publishing Co.
- Bagchi, et. al. (2008). *Value Education*, Jaipur; University Book House (P) Ltd.
- Dholakia R. P. (2001). *Eternal Human Values and World Religions*. New Delhi: NCERT.
- Gandhi, M. K. (2011) *All Men Are Brothers: Life and Thoughts of Mahatma Gandhi in his Own Words*. Delhi: Rajpal & Sons.
- Gupta N. L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Khan, A.U. (1995) *Pearls of Wisdom-Sayings of the Great Sufis*. New Delhi: Kitab Bhavana
- Khera, Shiv. (2012) *You Can Win*. New Delhi: MacMillan
- Sen, Amartya. (2011) *Identity and Violence*. Delhi: Rajpal & Sons
- Singh Y. K., Ruchika, N. (2005). *Value Education*, Delhi: APH Publishing Co.

## **B.ED: 146.8**

### **ENVIRONMENTAL EDUCATION**

**Full Marks-50**

#### **OBJECTIVES:**

- To enable the student teachers to know the historical development environmental education in India as well as in abroad.
- To enable the student teachers to realize the need environmental education for sustainable development.
- To orient the student teachers with the various aspects environmental education.
- To acquaint the student teachers with approaches to overcome various environmental issues.

#### **UNIT-1: PERSPECTIVES OF ENVIRONMENTAL EDUCATION:**

- Concept, Nature, objectives and importance of women education.
- Development of environmental Education.

- Values and knowledge related with Environmental Education
- Importance of environment in Tagore's education philosophy.

#### **UNIT- II : CONTEMPORARY ISSUES RELATED TO ENVIRONMENT**

- Environmental pollution and Ozone layer depletion.
- Depletion of natural resources, population explosion and related Environmental problems and sustainable development.
- Pollution (Air, water, & soil), Green house effect and Global warming.
- Global climatic change.

#### **UNIT – III: ECOLOGY, ITS IMBALANCE AND VARIOUS LAWS TO PROTECT ECOLOGY**

- Concept, Components, classification , factors of ecosystem
- Structure of ecosystem
- Energy flow concept, and laws of energy flow
- Various environment acts and laws at both national and International level related to land, air, water, and wildlife.

#### **UNIT- IV: APPROACHES TO ENVIRONMENTAL EDUCATION:**

- Principles of curriculum Formation of environmental education in Secondary level
- Instructional strategies for Environmental Education at Secondary level
- Man-Nature interface.
- Trends of researches in Environmental Education

#### **PRACTICUM: (any one)**

4. Organising village camp to promote environmental awareness and preparation of report.
5. Collection of basic relevant information about the status of social and physical environment in the adjoining localities (at least two localities) and preparation of report.

#### **SUGGESTIVE READINGS:**

1. Panda. V.C. (2005): Environmental Education. Isha Books. N. Delhi.
2. Odum. E (1971) Fundamentals of Ecology. W.B. Saunders Co. London.
3. Beaumont, J.R., M. Padersen and D.B. Whittaker (1993): Managing Environment. Butterworth- Heinemann Ltd. Oxford Press.
4. Sharma. R.C. (1981): Environmental Education. Metropolitan Books Pvt. Ltd. N. Delhi.
5. Desh. B. & Ramanath. N.L. (1987): Environmental Education for Environmental Education Planning and Conservation, Natraj Publication, Dehradun.

### **TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME**



## **MED-234.2: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

### **Course Objectives:**

*On the completion of the course students will be able to:*

- *understand concepts, components and dimensions of sustainable development,*
- *account for discourses on sustainable development in relation to roadmaps and objectives,*
- *identify and discuss didactic opportunities and challenges in relation to education for sustainable development,*
- *discuss innovative ideas and practices, policies and programmes in education for sustainable development, and*
- *to understand the concerns of sustainable development in Santiniketan since its genesis.*

### **Course Contents:**

**UNIT I: Genesis and Dimensions of Sustainable Development:** Meaning, Components, Dimensions and Need of Sustainable Development; Paradigm shift from Environmental Education to Sustainable Development; Declaration of Culture as Fourth Pillar of Sustainable Development by UNESCO; Sustainable Development Goals (SDGs) and NITI Ayog.

**UNIT II: Sustainable Development in Indian Context:** Historical reflections of Socio-cultural and Religious Practices in ancient India for Sustainable Development; Kalam's Vision 2020 and PURA, Sen's Capability Approach, *Swachh Bharat Abhiyan*, Corporate Social Responsibility (CSR), and Community Colleges as reflections of Innovative Ideas, Policies, and Programmes of Sustainable Development.

**UNIT III: Role of Education in Sustainable Development:** Characteristics and inter-disciplinary nature of ESD; UN Decade of ESD (2005-2014) and Report on the DESD (2015); UNESCO Objectives of and Roadmap to ESD; Role of Teacher for Conservation, Preservation and Protection of Rich Environmental, Social and Cultural Heritage.

**UNIT IV: Pedagogical Approaches in ESD:** Traditional lecture, Systemic thinking and analysis, Participatory and collaborative learning, Creative thinking and Training workshops as Pedagogical Approaches in ESD

**Unit V: ESD and Good Practices in Santiniketan Ashram:** Tagore's concerns of sustainability with social, environmental and economic arenas; Rural Reconstruction and Community Centres, Ideas in 'A Poet's School', *Chalantika*, 'Brati Dal'; Activities and Festivals like *Gandhi Punyaha*, *Mandir*, *Dol Utsava*, *Halakarshan*, *Poush Mela*, *Magh Mela*, *Ananda Bazar*

### **Practicum (Any One):**

1. Conduct a study and prepare a report on Environment friendly behaviour among prospective secondary teachers.
2. Prepare a project on contemporary issues and Good practices in different Educational Institutions regarding sustainable development.
3. Make a presentation on the role of Social Media and Changing Cinema in transforming Life styles and Society towards sustainable Development.
4. Make a Draft and Presentation on Tagore's concerns of Sustainable Development as reflected in his ideas and practices in Santiniketan.

### **Suggested Readings:**

- Dubey, S.C. (1990). *Indian Society*, New Delhi: National Book Trust
- Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal Kalam, A.P.J.
- (2002). *Ignited Minds*, London: Penguin Books
- Kalam, A.P.J. (2011). *Target Three Billions-A Journey Through Challenges*, London: Penguin Books
- Kalam, A.P.J. (2012). *Turning Points*, London: Harper Collins
- Karat, B. (2012). *Food Matters- Law, Policy and Hunger*, Hyderabad: Prajashakti Book House
- Mukherjee, H.B. (2013). *Education for Fullness*. London: Routledge
- NCERT. (2004). *Environmental Education in Schools*. New Delhi: NCERT
- Publication Ramakrishnan, P.S. (2001). *Ecology and Sustainable Development*. New Delhi: National Book Trust
- Report of Brundtland Commission (1987) on Sustainable Development. Paris: UNESCO
- Salamatullah. (1979). *Education in Social context*. New Delhi: NCERT.
- Sen, A. (2005). *The Argumentative Indians*. London: Penguin Books
- Sen, A. (2006). *Identity & Violence-The Illusion of Destiny, History and Identity*, London: Penguin
- Sen, A. (1999). *Development as Freedom*. New York: K. Knopf
- Sen, S.(1980). *Tagore's Rural Reconstructions*. Santiniketan: Granthjan Vibhag
- Tagore, R.N. (1931). *The Religion of Man*, Santiniketan: Granthjan Vibhag, Visva-Bharati
- Tagore, R.N. (1921). *A Poet's School*. Santiniketan: Granthjan Vibhag
- Tagore, R.N. (1980). *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tewari, D.N. (2009). *Sustainability Crisis*. New Delhi: Ocean Books
- UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris, France: UNESCO Publication
- UNESCO. (2012). *Education for Sustainable Development Source Book*. Paris: United Nations Educational, Scientific and Cultural Organization Publication

## **MED-234.3: HUMAN RIGHTS, PEACE AND VALUES EDUCATION**

### **Course Objectives:**

*It is expected that on completion of the course the students will be able to:*

- *recognize the importance of peace, values, child rights and human rights in the context of Indian culture,*
- *comprehend the concept of values, values education, peace, and peace education and*
- *develop capacity to act rightly on moral values, democratic values and human values in and outside the classroom through various values activities, and*
- *perform their roles in safeguarding Child Rights and Human Rights.*

**Course Contents:**

**Unit I: The Socio-Cultural Context:** Historical Perspective of Values Education; Need and Importance of Education for Peace, Values and Human Rights in the Socio-Cultural Context of Contemporary Indian Society.

**Unit II: Values Education:** Concept and Types of Values; Concept, Need and Importance of Values Education; Moral Values; Democratic Values as reflected in the Constitution of India; Universal Human Values; Characteristics of Values-Governed Teachers and Learners.

**Unit III: Peace Education:** Concept of Peace; Peace Attitude, Peace Knowledge and Core Values of Peace,; Concept, Need and Importance of Peace Education; Characteristics of Peace Loving Teachers and Learners.

**Unit IV: Education In Values:** Inculcation and Imbibing of Moral Values (Honesty, Compassion, Forgiveness, Punctuality and Cleanliness), Democratic Values (Equality, Justice, Liberty, Fraternity and Individual Dignity), and Human Values (Righteous Conduct, Truth, Peace, Love and Nonviolence) through Values Activities.

**Unit V: Child Rights and Human Rights:** Concept, Types of Human Rights and Child Rights; Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India; Roles of Teachers in safeguarding Child Rights and Human Rights.

**Practicum (Any one given by Teacher):**

**Suggested Readings:**

- Chilana & Dewan, M. I. (1989). The human values: A task for all. New Delhi: Concept Publishing Company.
- Dhokalia, R. P. (2001). Eternal human values and world religions. New Delhi: NCERT.
- Gandhi, M. K. (1927). An autobiography. Ahmedabad: Navajivar publishing House.
- Gupta, N. L. (2000). Human values in education. New Delhi: Concept Publishing Company.
- Harsh, R. H., Miller, J. P., & Fielding, G. D. (1980). Models of moral education: An appraisal. New York: Longmen Inc.

- Jed, P. K. (2002). Educating human rights. Agra: Bhargava Book House.
- Jois, R. M. (1997). Human rights and Indian values. New Delhi: NCTE.
- Kar, N. N. (1999). Value education: A philosophical study. Ambala Cantt: The Associated publisher.
- Karlekar, M. (1964). Education in India. In Douglas, R. et al. (Eds.), Education for human Rights: An international perspective. Paris: UNESCO International Bureau of Education.
- Mahanty, S. B. (1999). Education for human rights. University News, Vol-37, No. 49, pp. 14 – 19.
- Paiget, J. (1932). The moral judgment of the child. Chicago: The Free Press.
- Radhakrishna, S. (1979). An idealist view of life. Bombay: Blackie & Son Ltd.
- Raths, L. E., Harmin, M. & Simon, S. B. (1978). Values and teachings. London: Charles & Merril.
- Rokeach, M. (1973). The nature of human values. New York: The Free press.
- Saraswati, S. A. (2001). Cultivating virtues and cultivating minds. Ahmedabad: Ahmedabad Management Association.
- Saroja, N. (1994). Gender issues in education. Progressive Education Herald, 8 (4), 26 – 28.
- Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). Education in values: A source book. New Delhi: NCERT.
- UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing.

## **TWO-YEAR BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) PROGRAMME**

### **Semester I**

#### **Theory courses**

#### **CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

The Learning Outcomes of this subject are:-

- ▲ Understand the concept, aim, objectives and importance of health education.
- ▲ Develop right concept about health and factors influencing health.
- ▲ Identify his/her role and responsibilities in the total school health programme.
- ▲ Justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- ▲ Understand the significance of play for school children.
- ▲ Designs play activities for different groups of students.
- ▲ Organizing and conducting of sports competitions in school.
- ▲ Acquire knowledge of recreational activities and be able to design recreational programme for school children.
- ▲ Identify various methods and strategies for realizing the objectives of health education.
- ▲ Establish the relationship of man with environment.

- ^ Appreciate the role of various agencies working in the area of environment conservation.
- ^ Understand possible environmental hazards and their negative effects.

### **Unit – I Health Education**

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Health Service and guidance instruction in personal hygiene

### **Unit – II Health Problems in India**

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,
- Personal and Environmental Hygiene for schools
- Objective of school health service, Role of health education in schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

### **Unit – III Environmental Science**

- Definition, Scope, Need and Importance of environmental studies.
- Concept of environmental education, Historical background of environmental education,
- Celebration of various days in relation with environment.
- Plastic recycling & probation of plastic bag / cover.
- Role of school in environmental conservation and sustainable development.

### **Unit – IV Natural Resources and related environmental issues:**

- Water resources, food resources and Land resources
- Definition, effects and control measures of:
- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- Management of environment and Govt. policies , Role of pollution control board.

### **References:**

Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.

Frank, H. & Walter, H., (1976). *Turners school health education*.  
Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). *The school health education*. New

York:Harber and Brothers. Odum, E.P. (1971).  
*Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

## **TWO-YEAR MASTER OF PHYSICAL EDUCATION (M.P.Ed.) PROGRAMME**

### **Semester IV**

#### **MPEC-401 VALUE AND ENVIRONMENTAL EDUCATION**

The Learning Outcomes of this subject are:-

- To know the value and environmental education in physical education
- To know about role of environmental education in class room teaching in physical education
- To create the awareness regarding research in the field of environmental education.
- To know about rural sanitation and urban health
- To know about the natural resources and related environmental issues.

#### **UNIT I – Introduction to Value Education.**

Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Classification of Values: Basic Values of Religion, Classification of Values.

#### **UNIT II – Value Systems**

Meaning and Definition, Personal and Communal Values, Consistency, Internally consistent, internally inconsistent, Judging Value System, Commitment, Commitment to values.

#### **Unit- III – Environmental Education**

Definition, Scope, Need and Importance of environmental studies., Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Plastic recycling & prohibition of plastic bag / cover, Role of school in environmental conservation and sustainable development, Pollution free eco- system.

#### **Unit - IV Rural Sanitation and Urban Health**

Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement of Rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area,

Suggested Education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.

**Unit - V Natural Resources and related environmental issues:**

Water resources, food resources and Land resources, Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution Management of environment and Govt. policies, Role of pollution control board.

**REFERENCE:**

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.) Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.

Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987

Townsend C. and others, Essentials of Ecology (Black well Science)

Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press), 1995.

Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.

Mc Kinney, M.L. and Schoel, R.M. Environmental Science System and Solution (Web enhanced Ed.) 1996.

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)