

Semester	IV
Paper Number	
No.of credits	5 + 1
Paper Title	DSE2.1-EnvironmentalEducation
Theory/Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the concept of population and environmental education.</i> • <i>Know the objectives and methods of teaching environmental and population education.</i> • <i>Be aware of population and environmental education policies.</i> • <i>Help teachers' and students analyse the various issues related to population and environmental education.</i> • <i>Help social groups and individuals to acquire a set of values for environmental protection.</i> • <i>Develop skill, acquire skills for identifying environmental problems.</i>
Syllabus	<p>MODULE1(30Marks)</p> <p>Unit:Introduction to Environmental Education</p> <ul style="list-style-type: none"> • Meaning, Importance and Scope

	<ul style="list-style-type: none"> • Aims and Objectives • Guiding Principles and Foundations • Developing environmental awareness • Environmental attitude, values & pro-environmental behaviour • Environmental ethics: Issues and possible solutions <p>Unit II: Environmental Concepts</p> <ul style="list-style-type: none"> • Concept of Environment and Ecosystem • Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system. • Natural Disasters • Environmental awareness and attitude change <p>Unit III: Environmental Degradation</p> <ul style="list-style-type: none"> • Environmental Pollution: Air; Water; Soil • Extinction of flora and fauna, deforestation, soil erosion • Global Environmental Issues: Climate change, Ozone Layer Depletion, Green House Effect, Acid Rain, Nuclear Accidents and Holocaust, Melting of Polar Ice Caps • Water conservation, Rain-water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns • Need for conservation, preservation and protection of rich environmental heritage <p>Unit IV: Approaches and Methods of Environmental Education</p> <ul style="list-style-type: none"> • Approaches to Environmental Education: Interdisciplinary and Multidisciplinary • Methods: Discussion, Seminar, Workshop, Problem solving and Field survey • Features of curriculum for environmental education • Programmes of environmental education for primary, secondary and higher education institute <p>MODULE 2 (30 Marks)</p> <p>Unit V: Concept of Population Education</p> <ul style="list-style-type: none"> • Meaning, characteristics and scope • Population growth, variation among nations • Methodology of population education and its importance • Population explosion – Family Welfare Programmes, Effect on environment • Role of Information Technology in Environment and Human Health <p>Unit VI: Population Education Policies</p> <ul style="list-style-type: none"> • Population policy of the government of India (2000)
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	<ul style="list-style-type: none"> • Implementation programmes, population control • Population dynamics in the context of India • Population distribution, urbanization and migration <p>Unit VII: Sustainable development</p> <ul style="list-style-type: none"> • Concept of sustainable development and education for sustainable development • Urban problems and related to energy • Agenda 21 • United Nations Decade of education for sustainable development, programmes on environmental management. • The United Nations Environment Programme and the 2030 Agenda: Global Action for People and the Planet • Significance of Environmental Education for sustainable development • Sustainable life-style • NEP 2020 and Sustainable Development <p>Unit VIII: Social Issues and the Environment</p> <ul style="list-style-type: none"> • Wasteland reclamation, Consumerism and waste products. • Environmental Protection Act.; Air (Prevention and Control of Pollution) Act., Water (Prevention and control of Pollution) Act., Wildlife Protection Act., Forest Conservation Act. • Issues involved in enforcement of environmental legislation Public awareness. • Quality of life, Ecofeminism, Empowerment of women, Social pollution, and Adolescent reproductive health.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Documentation
Practicum	Documentation of anyone of the following: <ul style="list-style-type: none"> • Educational visit to a nearby locality in order to prepare documentation of environmental assets such as sea/river/forest/hill etc. • Educational visit to anyone of the polluted sites in a rural, urban, industrial or agricultural setup • Urban Agriculture, Rainwater Harvesting, Renewable Energy in student's residential vicinity
Readings	<ul style="list-style-type: none"> • Asthana, D.K. (2006). Text Book of Environmental Studies. S. Chand Publishing. • Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India. • Basu, R.N., (Ed.) (2000). Environment. University of Calcutta, Kolkata. • Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.

	<ul style="list-style-type: none"> • De, A.K., (2006). Environmental Chemistry, 6th Edition, New Age International, New Delhi. • Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). Environment Reader for Universities, Centre for Science and Environment, New Delhi. • Masters, G. M., & Ela, W. P. (1991). Introduction to environmental engineering and science. Englewood Cliffs, NJ: Prentice Hall. • Odum, E. P., Odum, H. T., & Andrews, J. (1971). Fundamentals of ecology. Philadelphia: Saunders. • Samuel, R.S. (2019). Environmental Education (1st edition). Atlantic Publishers and Distributors Pvt Ltd, New Delhi. • Sharma, P. D., & Sharma, P. D. (2005). Ecology and environment. Rastogi Publications. • Vijayalatha, R., & Krishnamacharvulu, V. (2020). Environmental Education. Neelkamal Publications, Hyderabad.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

