

**DEPARTMENT OF EDUCATIONAL STUDIES  
CENTRAL UNIVERSITY OF JAMMU  
FOUR YEAR INTEGRATED B.A.B.ED. PROGRAMME  
SEMESTER - VII  
COURSE CODE : ICBED8C001T  
COURSE TITLE : GUIDANCE AND COUNSELLING**

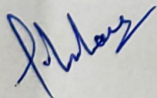
**Total Credits: 4 (Four)**  
**Lecture/ Tutorial/ Practical: 3:1:0**

**Maximum Marks : 100**  
**Maximum Hours : 3**

**COURSE OUTCOMES**

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

- CO1: Understand the meaning, nature and scope of guidance.
- CO2: Understand the meaning of and the need for group guidance.
- CO3: Recognize the role of guidance in attaining the goals of education.
- CO4: Appreciate the need for guidance.
- CO5: Develop acquaintance with various techniques of group guidance.
- CO6: Understand the meaning, nature and scope of counseling.
- CO7: Appreciate the need for and goals of counseling.
- CO8: Analyze the relationship between guidance and counseling.
- CO9: Understand the concept and process of counselling in group situation.
- CO10: Recognize the different areas of counseling.
- CO11: Understand the various stages involved in the process of counseling.



## TEACHING AND EXAMINATION SCHEME

Teaching Scheme (Unit Wise Division of Teaching Sessions)			Total		Examination Scheme			
UNIT	L	T	P	(L+T+P)	CIA	MSE	ESE	Total Marks
I	10	1	0	11	20 Marks	30 Marks	50 Marks	100 Marks
II	10	2	0	12				
III	12	1	0	13				
IV	13	1	0	14				
V	10	4	0	10				
Total	68	22	0	60				

**Legends:** L- Lecture, T- Tutroial/ Teacher Guided Student Activity , P- Practical, C- Credit, CIA- Continuous Internal Assessments, ETE- End Term Examination

**ATTENDANCE REQUIREMENTS:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

## COURSE CONTENT

### UNIT I- UNDERSTANDING GUIDANCE

- Meaning, definition and need of guidance programme.
- Objectives and Principles of guidance.
- Types of guidance: Personal, Educational, Career, Social, Health& Moral.

### Unit II- Understanding Counselling



Counsellor

- Approaches to counseling: Directive, Non Directive and Eclectic

### **Unit III- Counselling therapies**

- Client Centered Therapy (Carl Rogers)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

### **Unit IV – Guidance and Counselling Techniques**

- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques:
  - Class talk, Career talk, Orientation talk
  - Group discussion, Career conference
  - Career corner, Bulletin board, Role play
- Steps and skills in group counselling process.

### **Unit V- Tools of Counselling**

- Tools and Techniques of Guidance and Counselling
  - ✓ Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories, Attitude Scale.
  - ✓ Non testing devices- Cumulative record Card, Sociometric techniques, Projective techniques, Rating Scale, Case Study.

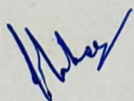
#### **Transactional Mode:**

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits, etc.

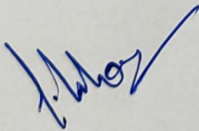
**Sessional Work:** The students may the following activities:

Group discussion on counselling techniques.  
Power point presentation on topic assigned.  
Assignment submission.

### **SUGGESTED READINGS:**



- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3<sup>rd</sup> Ed. Belmont: Calif-Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
- Gazda George R.M.( 1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.( 1994). Manual for Guidance Counselors. New Delhi" NCERT.





Central University of Jammu  
Department of Educational Studies  
Four-year Integrated B.A.-B.Ed. Programme  
Semester – VIII | Session: 2018-2022  
Course Title: Value Education | Course Code: ICBED8C002T

Credits: 4

Total Marks: 100

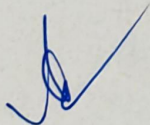
(L+P+T= 3+0+1)

Examination: 3Hours

**Objective:** The course aims to introduce students to the basic understanding of the concept, theory, and role of value education. This understanding will widen in them the skills and abilities to inculcate values among their students when they become teachers. Further, it will develop in them the knowledge and understanding of the key recommendations of various education commissions and committees on value education and their appropriate use while developing the curriculum

**Course Outcomes (COs):** On successful completion of the course, the students will be able to:

1. Understand the concept of values and value Education along with the types and nature of values.
2. Aware about historical background of value education along with its aims and objectives and its relevance in the present world.
3. Comprehend the concept of morality and moral judgment along with the aspects of moral education.
4. Able to differentiate between value education, moral education and religious education.
5. Aware about characteristics of a morally educated person.
6. Understand the recommendations of various committees and commissions on value education.
7. Understand the significance of constitutional and national values.
8. Differentiate between value education and professional ethics, population education and value education, environmental education and value education and value education and mass media.
9. Elaborate the role of value-based curriculum along with its principles.
10. Aware about the role of teachers in inculcating values among students, code of conduct for a teacher and about values in the pupils' perspective.



## Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	10	2	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	10	2	0	12				
III	10	2	0	12				
IV	10	2	0	12				
V	10	2	0	12				
<b>TOTAL</b>	<b>50</b>	<b>10</b>	<b>0</b>	<b>60</b>	<b>20 Marks</b>	<b>30 Marks</b>	<b>50 Marks</b>	<b>100 Marks</b>

*L = Lecture, T = Tutorial, P = Practical and C = Class*

### **UNIT - I: Conceptual Framework: Value Education**

- Concept of Values and Value Education
- Types of Value and its Nature
- Historical Background of Value Education (Vedic Period, Buddhist Period, Medieval Period, and British Period)
- Aims and Objectives of Value Education
- Relevance of Value Education in the Present World

### **UNIT- II: Value Education and Morality**

- Concept of Morality and Moral Judgment
- Aspects of Moral Education
- The distinction between Value Education and Moral Education
- Characteristics of a Morally Educated Person
- Moral Education vs. Religious Education

### **UNIT - III: Committees and Commissions on Value Education**

- University Education Commission (1948-49)
- Secondary Education Commissions (1952-53)
- Religious and Moral Education Committee (1959)
- NEP (1964-66), NEP (1986) and NEP-2020
- Ten Years Programme of NCERT (1975)

### **UNIT - IV: Progressive Outlook of Value Education**

- Significance of Constitutional and National Values
- Value Education and Professional Ethics
- Population Education and Value Education
- Environmental Education and Value Education
- Value Education and Mass Media



## UNIT - V: Value Education and Curriculum

- ♦ Value-based Curriculum (Curricular and Co-curricular Activities)
- ♦ Principles of Value-based Curriculum
- ♦ Role of Teachers in Inculcating Values among Students
- ♦ Code of Conduct for a Teacher
- ♦ Values in the Pupils' Perspective

### Suggested Activities

- ♦ Organize Seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
- ♦ Visit various social and religious places near the University Campus.
- ♦ Meeting / Interaction with Inspirational personalities.
- ♦ Apart from the above themes the concerned teacher is free to suggest any other assignment suited to the paper.

### Suggested Readings

- ♦ Altekar, A.S. Education in Ancient India. *Banaras*: Indian Book Shop.
- ♦ Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962. Guber, F.C. Aspects of Value. The University of Pennsylvania Press, Philadelphia, 1963.
- ♦ Seshadri, C., Khader, M.A. & Gadhy, G.L (1992). Education in Values. New Delhi: NCERT.
- ♦ Khan, Wahiduddin. Moral Vision, Goodword Books, 1999.
- ♦ Kluckhohn, C. "The Study of Values". In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
- ♦ Kothari D.S. "Education and Values", Report of the orientation course-cum-workshop on Education in Human Values. New Delhi.
- ♦ Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
- ♦ Mohanty, J. (1986). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd.
- ♦ Morris, Charles, Varieties of Human Values Chicago University of Chicago Press, 1956.
- ♦ Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
- ♦ Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969. Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978.
- ♦ Rao, V.K. Population Education. New Delhi: A.P.H. Publishing Corporation.
- ♦ Sharma, R.C. (1988). Population Resources, Environment, and Quality of Life. New Delhi: Dhanpat Rai & Sons.
- ♦ Sharma, R.N. Outlines of Ethics. Meerut: Kedarnath Ramnath Publishers.

DEPARTMENT OF EDUCATIONAL STUDIES

CENTRAL UNIVERSITY OF JAMMU

Programme: B.Ed.

Semester-VIII

Course Title: Knowledge and Curriculum

Course Code: ICBED8C003T

Credits-4 (L-3; T-1; P-0)

Learning Outcomes

On completion of this course, the students will be able to:

- analyze the concept of knowledge and its types.
- explore emerging perspectives on knowledge construction,
- critically analyse the insights of Indian and Western thinkers on Knowledge
- understand curriculum development and the role of stakeholders in curriculum design and implementation.
- delve into the essence of the Panch Koshas, unravelling their significance.
- critically engage with curriculum planning and designing at national and state levels.
- interpret and evaluate contemporary curriculum reforms in India and their implications for education.

Teaching scheme (session)				Total(L+T+P)	Examination Scheme			
Unit	L	T	P		CIA	MTE	ETE	Total Marks
I	12	4	0	C	30 Marks	20 Marks	50 Marks	100 Marks
II	12	4	0	16				
II	10	5	0	16				
IV	12	4	0	15				
V	10	5	0	16				
	56	22	-	15	30 Marks	20 Marks	50 Marks	100 Marks
				78				

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination



## **Course Contents**

### **Unit 1- Understanding Knowledge**

- Concept of knowledge, Knowing, Information and Perception, Characteristics of knowledge, Difference between knowledge, Information, Belief & Truth
- Types of knowledge: Philosophical, Personal, Procedural and Propositional, Sources of knowledge- (Educational, Situational, Conceptual and Strategic).
- Facets of knowledge, Role of culture in knowing and Validation of knowledge.

### **Unit II- Emerging Perspectives of Knowledge**

- Classrooms as a space for collaborative construction of knowledge.
- Role of teachers in knowledge construction, Teaching in Multicultural settings.
- Views of Indian thinkers on knowledge- Rabindranath Tagore, Mahatma Gandhi and Aurobindo, Views of Western thinkers on knowledge- John Dewey, Paulo Freire.

### **Unit III- Knowledge, Pedagogy & Curriculum**

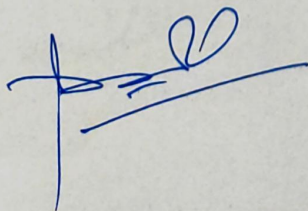
- Curriculum: Meaning, Nature, Scope & Importance. Perspectives of curriculum; Concept of Core, hidden and spiral curriculum.
- Pedagogy: Concept and importance; Experiential learning as pedagogy; Relationship between Curriculum and Pedagogy, Pedagogical consideration in curriculum; Curriculum and pedagogical Reforms as per NEP 2020.
- Panch Koshas: Concept and its significance, developmental needs of each Koshas and role of curriculum; Curriculum and pedagogical designs rooted in Panch Koshas.

### **Unit IV- Curriculum Development**

- Curriculum Development: Steps in Curriculum development, Process, Factors Influencing Curriculum Development.
- Foundations for curriculum (Philosophical, Psychological, Discipline, Sociological and Technological), Approaches to curriculum development.
- Role of stakeholders (national, state and local agencies) in curriculum design and development, Translating curriculum into learning situation, Teacher as planner, implementer and evaluator.

### **Unit V- Approaches of Curriculum Planning and Change**

- Defining curriculum planning and Designing, Approaches of curriculum design, Process of curriculum designing.



- Curriculum change: Meaning, Need and Factors of curriculum change, Broed determinants of curriculum change at the national and state levels: social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts.
- Curriculum evaluation for renewal. Curricular reforms envisioned in NCF (2005), NCFSE (2023) & NCrf (2022).

### Transaction Mode

Lecture-cum-discussion, brain storming, group discussion, seminar presentations, panel discussions; seminar presentations

### References

- Aggarwal, C. and Gupta, S. (2005) Curriculum Development New Delhi: Shipra Publishers
- Baliya, IN. (2011). Emerging Issues in Curriculum Development, New Delhi Saksham International
- Balsara, M. (1999). Principles of Curriculum Renewal New Delhi. Kanishka Publishers.
- Bawa, M.S. and Nagapl, B.M. (Eds.). (2010). Developing Teaching Competencies. New Delhi: Viva Hooks
- Connely, Michael, F. (Ed.). (2008). The Sage Hand Book of Curriculum and instruction New Delhi: Sage India.
- Hassrin, M. (2004), Curriculum Planning for Elementary Education, New Delhi: Anmol Publishers.
- Kelly, A.V. (2006). The Curriculum Theory and Practice London Sage,
- Khan, M. I. and Nigam, B.K. (2007). Curriculum Reform. Change wat Continuity: New Delhi: Kanishka Publishers.
- Kumari, S. and Srivastava, D. S. (2005). Curriculum and Instruction. New Delhi: Shipra Publishers
- Mc Neil, John, D. (2003). Curriculum: The Teacher 'Sinitiate. Ohio: Prentice Hall.
- NCERT, (2005). National Curriculum for School Education New Delhi: NCERT
- NCTE (2009, 2015). National Curriculum Framework for Teacher Education New Delhi: NCTE
- Ornstt, A.C. and Hunkins, F.P. (1988). Curriculum Formulations. Principles and Issues New Jersey: Prentice Hall.
- Panday, M. (2007). Principles of Curriculum Development New Delhi: Rajat publications.



**Syllabus B.A.B.Ed. Semester VIII**  
**Course Title: Innovations and New Trends in Teacher Education**  
**Course Code: ICBED8F001P**  
**Credits: 4**

**Course Outcomes:**

At the end of the course the students will be able to achieve the following:

1. Analyse the DIKSHA and NISHTHA portals of Ministry of Education
2. Critical analysis of any of the courses available on the MOOCs Platform (SWAYAM).
3. Give reflections on online assessment tools.
4. Analyse the advantages and limitations of online/blended mode teaching and learning.
5. Reflections on Teacher Education Programs as per NEP 2020.
6. Critical analysis 'Malaviya Mission Teacher Training Centres' (MMTTC) programme.
7. Discuss various aspects of 'National Curriculum Framework for School Education 2023'.
8. Curriculum and Credit Framework for Undergraduate Programmes.
9. Critically analysis of the pedagogy adopted by the teachers in schools.

**Practicum:**

The students are required to work and submit the report on the following:

1. The analysis of the following portals initiated by the Ministry of Education, Govt. of India:
  - I. DIKSHA
  - II. NISHTHA
2. Critical analysis of any of the courses available on the MOOCs Platform (SWAYAM)
3. Analysis of any three online assessment tools.
4. Advantages and limitations of online/blended mode teaching and learning.
5. Reflections on Teacher Education Programs as per NEP 2020.
6. Critical analysis of the scheme of 'Malaviya Mission Teacher Training Centres' (MMTTC) programme.
7. National Curriculum Framework for School Education 2023.
8. Curriculum and Credit Framework for Undergraduate Programmes.
9. Critical analysis of the pedagogy adopted by the teachers on the basis of their teaching practice experiences.

**Evaluation Scheme:**

Presentations-	35 marks
Evaluation of Overall Report-	35 marks
Viva- Voce-	30 marks

