

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – III

Course Title: A1:VALUE EDUCATION	Course Code: 24MJED3E
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 01 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.
6. Gain the Sources of value education.

Unit	Description	Hours
1	INTRODUCTION TO VALUES 1.1 Values: Concept, Nature and significance. 1.2 Classification of values: Personal and social, Intrinsic and instrumental 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural. 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.	10
2	SOURCES OF VALUES 2.1 Meaning and importance of value education. 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc. 2.3 Role of teachers in value education.	12
3	ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION 3.1 Family 3.2 Religion 3.3 Educational Institutions 3.4 Communities 3.5 Mass Media (print and Electronic)	12
4	APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS 4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations. 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects). 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.	12

5	<p>Value Crisis</p> <p>5.1 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.</p> <p>5.2 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.</p> <p>5.3 Prevention and Rehabilitation measures to eradicate evil practices.</p>	10
<p>References</p> <ol style="list-style-type: none"> 1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co. 2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; University Book House (P) Ltd. 3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953). 4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare 5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press 6. Singh Y. K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Co. 7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper 8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press 9. Fundamental duties of citizen Government of India, New Delhil; Ministry of Human Resource Development 10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE 11. Piaget, J. (1948). The Moral Development of the Child, New York; Free Press 12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merrill 13. Pullock Basu, (2010). Universal Declaration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication 14. Human Development and Education, New York; Longman's Green & Co. 		

Vijayanagara Sri Krishnadevaraya University, Ballari
Bachelor of Arts (B.A.) CBCS Course
B.A- Education
Department Name: Education
Semester – III

Course Title: B1: Life Skills in Education	Course Code: 24MJED3E
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 01 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student will be able to:

1. Develop an understanding of life skills and Life skills education.
2. Define and Identify different life skills core life skills.
3. Develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.
4. Explore the application of life skills education.
5. Enable the students to establish productive interpersonal relationships with others
Use appropriate thinking and problem solving techniques to solve new problems.
6. Understand the basics of teamwork and leadership.
7. Enable the students to plan for Employment and Career Planning.
8. Describe the perspectives in life skills education
9. Anticipate the challenges and opportunities faced in Life skill education.

Unit	Description	Hours
1	INTRODUCTION TO LIFE SKILL EDUCATION	8
	1.1 Introduction to life skill-Concept, Components and Need for Life skill training. 1.2 Life Skills, Survival Skills and Livelihood Skills. 1.3 The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together. 1.4 Core life skills- The Ten core Life Skills Identified by WHO: (Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion).	
2	LIFE SKILLS FOR SOCIAL INTERACTION	8
	2.1 Thinking skills- Creative and Critical Thinking, Problem Solving, Decision Making. 2.2 Communication skills: Effective Communication, Barriers in effective communication, Public Speaking 2.3 Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages.	
3	APPLICATION OF LIFE SKILLS EDUCATION	8
	3.1 Life Skills Education for Well-being 3.2 Life Skills Education for Peace and Civic Engagement. 3.3 Life Skills Education for Disaster Management. 3.4 Self Esteem, Self awareness, Self control, Empathy and Sympathy	

4	LIFE SKILL FOR CAREER PLANNING	6
	4.1 Employment and Career, Career Planning 4.2 Choosing a Career- Need and importance of Career Guidance, Sources of career information 4.3 Applying for a Job- Preparation of Resume, Follow up Communication, facing Interview and Group discussion	
5	LIFE SKILLS EDUCATION- PERSPECTIVES AND CHALLENGES	6
	5.1 Life Skills Education in contemporary India. 5.2 Life Skills Education for Adolescents & Parenting. 5.3 Opportunities and challenges in application of Life Skills Education. 5.4 21st century life skills: Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making and Leadership Qualities.	

References:

1. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression,
2. Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999.
3. Butterfield Jeff, "Soft Skills for Everyone", Engage Learning India Pvt Ltd; 1 edition, 2011.
4. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi.
5. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA
6. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd.,
7. Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications pvt limited 2007
8. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
9. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
10. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata.
11. Shalini Verma Development Of Life Skill-II, Vikas Publishing House
12. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.
13. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson
14. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India;
15. UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
16. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - www.indiaportal.gov.in

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – III

Course Title: C1: GUIDANCE AND COUNSELING	Course Code: 24MJED3E
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 01 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student will be able to:

CO-1: Understand the need and importance of guidance and counselling.

CO-2: Develop awareness among the students about the tools & techniques of guidance.

CO-3: Acquaint the students about the guidance and counselling services in the educational institutions.

CO-4: Develop counselling skills in the students.

Unit	Description	Hours
1	<p>Guidance and its Nature:</p> <p>1.1 Meaning, Nature, Scope, need and importance of Guidance in schools.</p> <p>1.2 Types of Guidance: Educational, vocational, personal guidance-their meaning, objectives, need and importance.</p> <p>1.3 Principles and organization of Guidance Services in educational institutions</p> <p>1.4 Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center their importance and organization.</p>	8
2	<p>Counseling and its Nature</p> <p>2.1 Meaning, Nature, need, objectives and importance of Counseling. Differences between Guidance & Counseling.</p> <p>2.2 Types of Counseling – Directive, Nondirective, Eclectic -Meaning characteristics and steps.</p> <p>2.3 Theories related to counseling</p>	8
3	<p>Strategies, Tools and Techniques in Guidance And Counseling</p> <p>3.1 Strategies: Individual and group guidance, individual and group counseling</p> <p>3.2 Non standardized Tests: Observation, Anecdotal records, Case study, Cumulative Records, Autobiography, Interviews, socio-metric techniques</p> <p>3.3 Standardized Tests: Achievement Test, Intelligence Test, Aptitude Tests, Interest Inventory Tests, Diagnostic Tests, Personality Tests, projective techniques, Rating Scales, Questionnaire</p>	8

4	<p>Organization of Guidance And Counseling Services At Educational Institutions</p> <p>4.1 Purposes of organization of Guidance and Counseling services, ingredients of guidance and counseling services,</p> <p>4.2 Basic Components of Guidance and Counseling services- organizational Set-up, Counseling Centre, Counseling Committee, Tools for counseling Services, Requirements of counseling Services</p> <p>4.3 Types of the organization of Guidance and Counseling services in Educational Institutions; centralization services, Decentralization Services, Combination of Centralized and Decentralized services</p>	6
5	<p>Role and Qualities of a Counselor</p> <p>5.1. Professional code of ethics in Counseling</p> <p>5.2 Counseling Skills –Attending behaviors, Building rapport Closed and Open ended questioning, Active listening ,Para Phrasing , Summarizing.,</p> <p>5.3. Common Behavioral problem of Adolescents – Addictions, Aggression, Anxiety and Truancy, ADHD-causes and remedies.</p>	6
REFERENCE		
<ol style="list-style-type: none"> 1 Arulmani, G & Arulmani, S.Nag: Career Counselling: A Hand book, New Delhi, Tata Mc Graw Hill Publishing Company Limited, 2004. 2 Asha, Bhatnagar, Guidance and counselling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House, 1999. 3 B.Stanley, School Counselling for the Twenty First Century, New York, 1992. 4 Chauhan, S.S, Principles of Guidance, New York, 1982. 5 Gibson, R.L & Mitchell, M.H, Introduction to Counselling and Guidance, New Delhi, 2003 6 John.S.Koshy, Guidance and Counselling Dominant Publishers and Distributors, New Delhi, 200 7 Jonse, R.N: Introduction to Counselling skills: Text and Activities, New Delhi, Sage Publications 2000. 8 Narayana Rao A.K., Guidance and Counselling. APH Publishing Corporation, New Delhi, 2002. 9 Ramesh Chaturvedi, Guidance and Counselling Techniques – Crescent Publishing Corporation, New Delhi, 2007. 10 Sitaram Sharma, Guidance and Counselling. An Introduction, Shri Sai Printing graphers, New Delhi. 2005. 11 ±Pñt zP è ª ªAUBZLEDEA ª ªVÄÜ ªP°É – qÁ.JEi. .±PÁYÁgÀ 12 ±Pñt zP è ª ªAUBZLEDEA ª ªVÄÜ ªP°É – L.J. - ªEÁPÁYÁgÀ 13 ª ªAUBZLEDEA ª ªVÄÜ ªP°É – °A °E½. 14 ±Pñt zP è ª ªAUBZLEDEA – PÉJ.Ei. ÇÄª ª ªAiÄª 15 ±Pñt zP è ª ªAUBZLEDEA – n.«.wª ª ªÄÜÉqÀ 		