

**Vijayanagara Sri Krishnadevaraya University, Ballari**

**CBCS- Course**

**Bachelor of Arts- Education**

**B.A Semester-VI**

**DSC-12: GENDER, SCHOOL AND SOCIETY**

<b>Course Title: 21BA6C12ED12: GENDER, SCHOOL AND SOCIETY</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total: 100 Marks</b>

<b>Course Pre-requisite(s):</b>	
<p><b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:</p> <p>CO1. Explain the concept and concerns of gender sensitization and discrimination</p> <p>CO2. Analyze the Feminist theories and its impact on society</p> <p>CO3. Describe socialization and its interaction with gender</p> <p>CO4. Identify the gender disparities in the curriculum framing and implementation</p> <p>CO5. Recall the constitutional provisions for girl's education and upliftment.</p> <p>CO6. Understand the representation of gender in various mass media.</p>	
<b>Contents</b>	<b>Hours</b>
<b>Unit-1 Key Constructs in Gender</b>	<b>9 hrs</b>
<p>1.1 Concept of Gender, Need for Gender Sensitization – Definition – Meaning – Genesis – Growth – Objectives</p> <p>1.2 Gender discrimination – Gender Stereotyping – Gender Roles – Gender needs – Practical and Strategic- Gender Justice &amp; Equality, Patriarchic power.</p> <p>1.3 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.</p>	
<b>Unit-2 Social Construct of Gender</b>	<b>8 hrs</b>
<p>2.1 Socialization – Meaning – definition – stages – agencies of socialization. Social Construction of Gender</p> <p>2.2 Socialization in the family and at school, occupation and identity (identities largely</p>	

<p>unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;</p> <p>2.3 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT</p>	
<b>Unit-3 Gender and School</b>	<b>9 hrs</b>
<p>3.1 Girls as learners, hidden curriculum(teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender</p> <p>3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement</p> <p>3.3 Gender Issues in Curriculum: construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.</p>	
<b>UNIT:-4 Constitutional provisions for girl child education</b>	<b>8 hrs</b>
<p>4.1 Definition of Violence and Gender Based Violence, Classification of Gender Based Violence,</p> <p>4.2 Legal support and provisions in various Government support</p> <p>4.3 Government and other agencies for girl child uplift.</p> <p>4.4 Equal opportunities for all the gender</p>	
<b>UNIT. 5 MASS MEDIA AND GENDER</b>	<b>8 hrs</b>
<p>5.1 Gender roles in mass media – Gender stereotypes in mass media - gender identify roles – Positive notions of body and self.</p> <p>5.2 Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.</p>	
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi</li> <li>2. Conway, Jill K., et al. 1987. ‘Introduction: The Concept of Gender’, Daedalus, Vol. 116, No. 4, learning about Women: Gender, Politics, and Power (Fall): XXI-XXX</li> <li>3. Engineer, Asghar Ali. 1994. ‘Status of Muslim Women’, Economic and Political Weekly, Vol. 29, No. 6 (Feb.): 297-300</li> <li>4. Erikson, Erik H. 1964. ‘Inner and Outer Space: Reflection on Womanhood’, Daedalus,</li> </ol>	

Vol.93, No.2, The Woman in America (Spring): 582-606

5. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', Indian Journal of Social Science, 7(3 & 4): 355-62
6. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in
7. T. S. Saraswathi (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.
8. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', Sociological Inquiry 50: 328-56
9. Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press
10. Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)
11. Government of India. 1994. The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: HRD Ministry, Government of India 11.
12. Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited
13. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guide lines..</i>	

**DSC-13 : GUIDANCE AND COUNSELING IN EDUCATION**

<b>Course Title: 21BA6C13ED13: Guidance and Counseling in Education</b>	
<b>Total Contact Hours:42</b>	<b>Course Credits: 04</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total Marks : 100</b>

**Course Outcomes (CO's): After the successful completion of the course, the student will be able**

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:	Aquaint the students about the guidance and counselling services in the educational institutions.
CO-4:	Develop counselling skills in the students.

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<p><b>Guidance and its Nature:</b></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>	10
2	<p><b>Counseling and its Nature</b></p> <p>2.1 Meaning, Nature, need, objectives and importance of Counseling. Differences between Guidance &amp; 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><b>Strategies, Tools and Techniques in Guidance And Counseling</b></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><b>Organization of Guidance And Counseling Services At Educational Institutions</b></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>	8
5	<p><b>Role and Qualities of a Counselor</b></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

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guide lines..</i>	

## References

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, 2004.
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 aIAUÐZñDEA aAVÄU ,P°É – qÁ.JEi.   .±PÁYlgA
12	±Pñt zP è aIAUÐZñDEA aAVÄU ,P°É – L.J. - ÆÁPÁYlgA
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## DSC-14 : EDUCATIONAL RESEARCH

<b>Course Title: 21BA6C14ED14: Educational Research</b>	
<b>Total Contact Hours:42</b>	<b>Course Credits: 04</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total Marks : 100</b>

**Course Outcomes (CO's): After the successful completion of the course, the student will be able**

CO-1:	Define about Education Research.
CO-2:	Understand about Educational statistics.
CO-3:	Explain about Measures of tendencies
CO-4:	Identify about Measures of variability.

Unit	Description	Hours
1	<p><b>Introduction to Education Research</b></p> <p>1.1. Meaning and types of educational research,                      1.2 . Fundamental, applied and action research ,                      1.3. Need and importance and scope educational research,</p>	10
2	<p><b>Review of Related literature</b></p> <p>2.1. Meaning, .importance and types of Review of Related literature                      2.2. types of Review of Related literature                      2.3. Research proposal</p>	8
3	<p><b>Variables and Hypothesis</b></p> <p>3.1 Meaning and types of variables                      3.2 Meaning and characteristics and types of hypothesis                      3.3 writing of hypothesis</p>	8

4	<b>Educational statistics</b> 4.1. Meaning and definitions 4.2. Importance and classification 4.3. Graphical representation of the data.	8
5	<b>Measures of central tendencies</b> 5.1. Mean, 5.2 Median, 5.3. Mode and calculations.	8

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guide lines..</i>	

<b>References</b>	
1	Arthur, James; Waring, Michael et al.( 2012): Research Methods and Methodologies in Education, New Delhi Sage India
2	Best, J.W. and Kahn, J. V., (1995): Research in Education 7th Edn., New Delhi: Prentice Hall of India Pvt. Ltd.
3	Festinger, U and Katz, D. (Eds.) (1970): Research Methods in Behavioural Sciences, New York: Holt, Rinehart & Winston Gage.
4	Koul, Lokesh (1994): Methodology of Educational Research, New Delhi: Vikas Pub.House
5	Singh A.K. (2002)-Test measurement and Research methods in Behavioral sciences, Patna: Bharati Bhawan Publishers & Distributors.
6	Keith F. (2009): Introduction to Research Methods in Education, New Delhi: Sage





## SEC-5: INTERNSHIP IN EDUCATION

Course Title: <b>SEC-5: Internship in Education</b>	
Total Contact Hours: <b>26</b>	Course Credits: <b>02</b>
Formative Assessment Marks: <b>50</b>	Duration of ESA/Exam: -----
Summative Assessment Marks: -	

**Note:**\* There will be no theory examination for SEC3: Internship

### Course Outcomes (COs):

**At the end of the course, students will be able to:**

CO-1:	Understand of pedagogical practices and programme structures in institutes and other sites.
CO-2:	Understanding about children’s thinking and learning processes, and their relationships.
CO-3:	Refine skills of interpersonal interactions with young children.
CO-4:	Critically reflect upon the field experiences and link them with theoretical construct

## SEC-5: INTERNSHIP IN EDUCATION

<b>Brief description of internship:</b>	<p>Internship have been designed to deepen students’ engagement with education as praxis and to develop professionals who understand the interrelationship between the theory and practice in the ‘field’ which includes development sector, state functionaries, centrally sponsored schemes and initiatives among others. During this field attachment, students will be placed at a field site for four weeks. This prolonged engagement will enable students to gain an “insider-outsider” perspective to the field and critically engage with questions around equity, quality and social justice related to learning and development of young children.</p> <p>Internship in Education Institution will be minimum 04 weeks full time activity. It will be of maximum 50 marks and will be a sort of attachment of the B.A. Degree Education student with a Education Institution engaged in pre-service and/or in-service education programmes.</p>
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<p><b>Assessment Details: Suggested Internship activities</b></p>	<p>Internship in Education Institutions (under supervision of B.A. Degree. In Education teacher in charge and College mentor teachers). Concerned teacher will evaluate the internship activities of students. Then students will do internships related to teacher training institutes. Would include the observation /conduction of institutional activities.</p> <ol style="list-style-type: none"> <li>1. Preparation of annual plan</li> <li>2. Supervisory activities-Laboratory work, Library activities, ICT laboratory</li> <li>3. Types of College Records</li> <li>4. Visit a Gram/Town Panchayat/City Corporation and prepare a report</li> <li>5. Prepare a report on visit a special institutions (Deaf &amp; Dumb, Blind etc..)</li> <li>6. Participation and organization in/of the various curricular and co-curricular activities in the institution respectively.</li> <li>7. Visit a Primary health centers and prepare a report.</li> </ol>
<p><b>Code of conduct for the internee</b></p>	<ul style="list-style-type: none"> <li>➤ Familiarize yourself with, and adhere to, relevant organizational arrangements, procedures, and functions.</li> <li>➤ Understand what constitutes a permissible work absence and who to— notify if absent, be prompt with being on time to work and with assignments; give it your best effort.</li> <li>➤ Changes in work schedule, supervision, or problems at your site must be reported to the Internship coordinator.</li> <li>➤ If you feel victimized by a work-related incident, contact the Internship Director immediately.</li> <li>➤ Dress appropriately for the work setting.</li> <li>➤ Follow through on commitments.</li> <li>➤ Do not conduct personal business during work hours (emails, cell phones, internet)</li> <li>➤ Keep a positive attitude.</li> </ul>

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|  | <ul style="list-style-type: none"><li>➤ Keep an open mind; avoid jumping to conclusions; try to make informed judgments.</li><li>➤ Be observant – see how people organize their ideas and respond to situations.</li><li>➤ Communicate – keep people informed in a useful and succinct way, listen, and ask questions.</li><li>➤ Be fair, considerate, honest, trustworthy, and cooperative when dealing with coworkers and students.</li><li>➤ Assert yourself and your ideas in an appropriate and tactful manner.</li><li>➤ Seek feedback from your supervisors, accept suggestions for corrective changes in behavior and attempt to improve performance.</li><li>➤ Accept constructive criticism and continuously strive to improve performance.</li><li>➤ Seek to enhance your effectiveness by improving skills and—acquiring new knowledge.</li></ul> |
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