



PRABODHAN EDUCATION SOCIETY'S

VIDYA PRABODHINI COLLEGE OF COMMERCE, EDUCATION, COMPUTER & MANAGEMENT

(Recognised by Govt. of Goa, UGC under Section 2(f) and 12(B) of the UGC Act 1956 & Affiliated to
Goa University) and Approved by NCTE

Accredited by NAAC with B+ Grade on a Seven Point Scale under New Framework (1st Cycle)



॥ विद्या सर्वस्य भूषणम् ॥

BABED SYLLABUS

GUIDANCE AND COUNSELLING

BSBAEDUCD02:

GUIDANCE AND COUNSELING

Objectives:

1. To develop an understanding of the basic concepts in guidance and counseling.
2. To develop an understanding of the strategies and devices used for guidance.
3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of the process, skills and strategies of counseling.
5. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

MODULE 1: FUNDAMENTALS OF GUIDANCE

Unit 1: Concepts in Guidance

1. Concept (Meaning and Characteristics), Principles, Functions, Need
2. Types of Guidance—Educational, Vocational & Personal
3. Agencies of Guidance—Home, School

Unit 2: Strategies and Devices for Guidance (Uses and Limitations) & Career Guidance

1. Strategies for Guidance - Individual and Group
2. Tests for Guidance -Aptitude, Interest & Personality
3. Non -Testing Devices –Case study, Interview & Check list
4. Sources of Career information and Strategies of disseminating career information
5. Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice

MODULE 2: FUNDAMENTALS OF COUNSELING

Unit 3: Concept of Counseling

1. Meaning and Characteristics of counseling
2. Types of counseling –Directive, Non-directive and Eclectic
3. Process of counseling (Initial Disclosure, In-depth exploration and Commitment to action)

Unit 4: Counseling and Intervention & Role of Counselor

1. Skills required for counseling (Rapport Building, Listening, and Questioning & Responding)
2. Approaches of counseling - Cognitive-Behavioral (Albert Ellis –REBT) & Humanistic (Person Centered Counseling - Carl Roger's)
3. Counseling for Adolescent Issues – Addiction (Substance abuse & technology induced social networking), Academic Stress.
4. Teacher as a counselor and promoting positive mental health
5. Professional ethics of a counselor
6. Functions, qualities & qualifications of counselor



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SCHEME OF EXAMINATION

INTRA SEMESTER (ISA) 20 MARKS

Written test – 10 marks

Assignment/ Seminar/ Any other form – 10 Marks

SEMESTER END EXAMINATION (SEE) – 30 Marks

Question Paper format

Time: - 1 Hr.

Q.1. Answer any 3 out of 4 questions

Q.2. Answer any 5 out of 6 questions

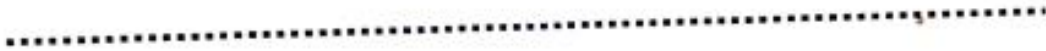
Marks: - 30

(3X5 marks =15)

(5X3 marks =15)

References:

1. Arends, Richard, I (1998) learning to Teach (4th Ed), New Delhi, Mc Graw Hill.
2. Malderez Angi and Wedell Martin (2007) Teaching Teachers, London, Continuum.
3. Martinez-Pons, Manuel (2001) The Psychology of teaching and Learning, London, Continuum.
4. Norton, Lin S.(2009) Action Research in Teaching and Learning, London, Routledge.
5. Overall Lyn and Sangster Margaret (2003) Secondary Teachers' Handbook (2nd Ed), London, Continuum.
6. Pollard Andrew (2006) Reflective teaching, 2nd Edition, London, Continuum.
7. Reynolds David (2011) Effective Teaching (3rd Ed), London, Sage.
8. Rowntree Derek (1986) teaching through Self Instruction, London, Kogan Page.





GENDER ISSUES IN EDUCATION

BSBAEDUCD03: GENDER ISSUES IN EDUCATION

Objectives:

By the end of the course the student-teacher will be able to:

- Describe the concept of gender and sex
- Recognize the difference between gender and sex
- Explain the terms gender dynamics
- Describe the social construction of gender
- Discuss the social attitude towards girl's education
- Understand and discuss the issues related to gender in school
- Aware of the Indian constitutions and provision according to women
- Consciousness of legal aspects related to women
- Have awareness of PNDT Act and Domestic Violence Act.
- Apply and evaluate approaches or modes of inquiry used to analyze women's rights

UNIT I: GENDER CONCEPTS AND TERMINOLOGY

- 1.1. Definition of Gender
- 1.2. Difference between Gender and Sex
- 1.3. The concept of Gender, sexuality and Development
- 1.4. Gender Dynamics
- 1.5. Social Construction of Gender

UNIT II: GENDER AND SCHOOL

- 2.1. Gender Bias
 - 2.1.1. Gender Bias in School Environment
 - 2.1.2. Gender Bias in Household responsibilities
 - 2.1.3. Social attitudes towards Girl's Education
 - 2.2.4. Value accorded to Women's Education
- 2.2. Issues related to Gender in School
 - 2.2.1. Sexual Abuse
 - 2.2.2. Sexual Harassment
 - 2.2.3. Perception of safety at school, home and beyond
 - 2.2.4. Adult and Non-Formal Education for Women's development
 - 2.2.5. Importance of vocational training and income generation for women



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2.3. Gender Equality

- 2.3.1. Role of schools in reinforcing gender equality
- 2.3.2. Role of peers in reinforcing gender equality
- 2.3.3. Role of teachers in reinforcing gender equality
- 2.3.4. Role of curriculum and textbook in reinforcing gender equality

UNIT III: GENDER AND SOCIETY

- 3.1. History and Current Scenario of Indian Women
- 3.2. Concept of Patriarchy and Matriarchy
- 3.3. Issues related to Indian Women
- 3.4 Gender roles in society through variety of institutions: Family, Caste, Religion, Culture, Media and popular culture (films, advertisements etc), Law and State
- 3.5. Identification of Sexual abuse / violence and its verbalization

UNIT IV: GENDER AND LAW

- 4.1. Introduction to laws related to women
 - 4.1.1. Laws related to Rape
 - 4.1.2. Laws related to Dowry
 - 4.1.3. Laws related to Remarriage
 - 4.1.4. Laws related to Divorce
 - 4.1.5. Laws related to Property inheritance
 - 4.1.6. Laws related to Trafficking
- 4.2. Indian Constitutions - Introduction
 - 4.2.1. Women's Reservation Bill - History and Current Status
 - 4.2.2. The Indian constitution and provisions according to women
 - 4.2.3. Human Rights and Women's Right
- 4.3. Legal aspects related to Women
 - 4.3.1. Declining sex ratio
 - 4.3.2. PNDT (Pre Natal Diagnostic Techniques) Act
 - 4.3.3. Female Feticide
 - 4.3.4. Violence against Women
 - 4.3.5. Domestic Violence Act
 - 4.3.6. Sexual Harassment at Work Place
 - 4.3.7. Indecent Representation of Women (Prohibition Act)
 - 4.3.8. Cybercrime



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1. Gargiulo, Richard M. *Special Education in Contemporary Society*. Florence, KY: Wadsworth Publishing, 2005.
2. Jangira, N. K. (1995). Rethinking teacher education. *Prospects*, 25(2), 261-272.
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5. NCERT. (1987). *Project Integrated Education for the Disabled (PIED)*. New Delhi: National Council of Educational Research and Training.
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8. Rehabilitation Council of India. (1996). *Report on Manpower Development*. New Delhi: Ministry of Welfare, Govt. of India.
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10. NCERT (2006), Position Paper National Focus Group on Gender Issues In Education, Vth Edition, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi



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INCLUSIVE EDUCATION

BSBAEDUCD09:

INCLUSIVE EDUCATION

Objectives:

By the end of the course, the student will be familiar with:

1. The philosophy of inclusive education
2. The legal provisions for inclusive education (international and national)
3. Challenges faced by children with disabilities (five disabilities specified)
4. Curriculum modifications necessary to include children with disabilities mentioned in the paper
5. Creating an inclusive environment in the school

Unit 1: Concept of Inclusive Education

- 1.1 Historical background of Inclusion
 - a) Normalization
 - b) Models of Inclusion (Medical, Social – Rights based Approach)
- 1.2 Definition & Principles of Inclusive Education
- 1.3 Benefits of Inclusive Education
- 1.4 Challenges of Inclusive Education (Disability specific)
 - a) Attitudinal
 - b) Environmental
- 1.5 Inclusive Education – Rights Based Model
 - a) International Perspectives of Inclusive Education (UNCRPD 2006, UNESCO)
 - b) National Perspectives of Inclusive Education (NPE 1986, Inclusive Educational Program and Schemes, RTI Act)
 - c) State Level Perspective of Inclusive Education (Goa Children's Act 2003)

Unit 2: Types of Disabilities: Characteristics and Educational Challenges

- 2.1 Specific Learning Disability
- 2.2 Sensory Impairment
 - a) Hearing Impairment
 - b) Visual Impairment
- 2.3 Autism
- 2.4 Scholastic Backwardness
- 2.5 Locomotor Disabilities
 - a) Cerebral Palsy
 - b) Muscular Dystrophy



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Unit 3: Curriculum Modification

- 3.1 Text Book Modification
- 3.2 Differentiated Instruction
- 3.3 Alternative Evaluation System
- 3.4 Adaptation of co-curricular activities
- 3.5 Alternative subject Choice

Unit 4: Modifying School for Inclusive Education

- 4.1 Sensitization
- 4.2 Physical structure
- 4.3 Life Skills Resource Rooms
- 4.4 Academic Skills Resource Rooms
- 4.5 Social Inclusion

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1. Das and Das. (2013) Inclusive Education: A contextual working model: Concept Publication Co.
2. Inclusive Education: Orientation Package for Teacher Education NCERT
3. Hegarty, S (2002). Education & Children with Special Needs: From Segregation to Inclusion Sage Publications.
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8. Nind M, Rix J, Sheehy K, Simmons K, (2005). Curriculum Pedagogy in Inclusive Education: Values into Practice, Routledge Falmer

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