

ANDHRAKESARI COLLEGE OF EDUCATION

(Approved by NCTE, Affiliated to ACHARYA NAGRJUNA UNIVERSITY, GUNTUR)

Cheruvukommu Palem Road ,Pelluru (Post), ONGOLE – 523 272 ,
PRAKASAM Dist ., (A.P)

B.Ed COURSE : SEMESTER – 4



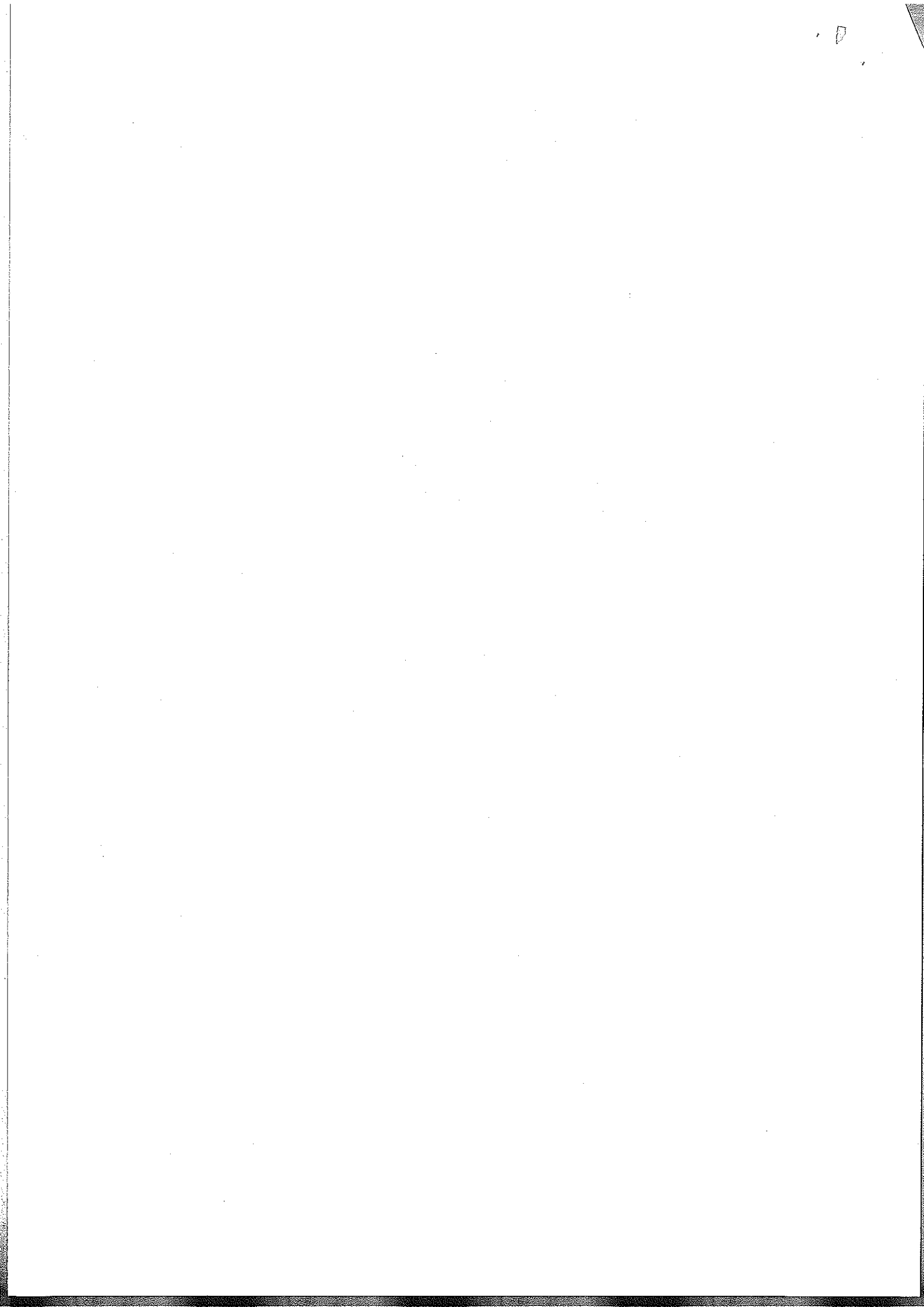
S4P – COURSE XV

GENDER, SCHOOL AND SOCIETY

PRACTICUM: ACTIVITIES/PROJECT/RECORD

Name of the student Teacher -----

Roll No : ----- Reg.No :-----

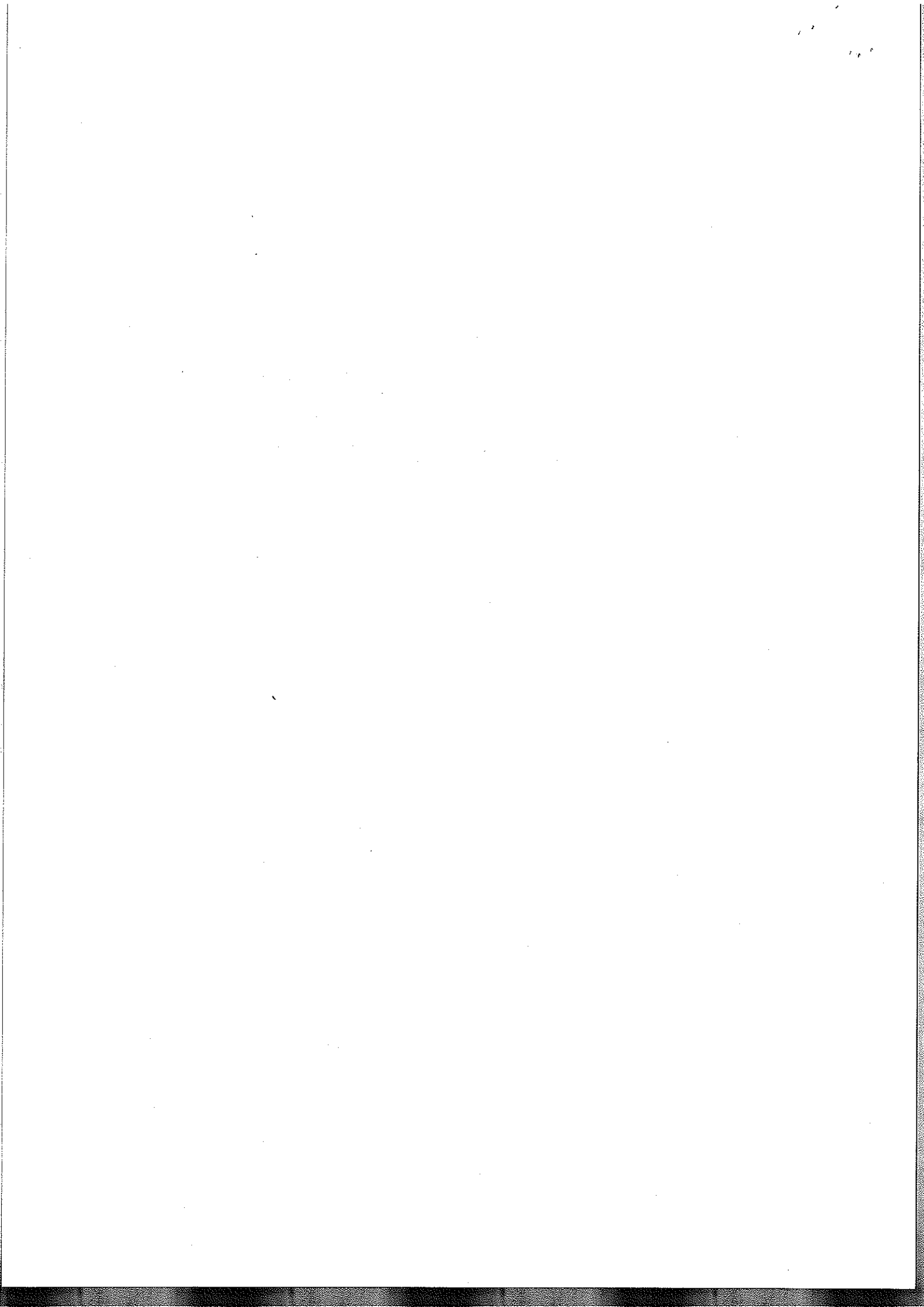


Certificate

This is to certify that Mr./Mrs./Kum. N. Sireesha
Class No ----- Regd No. Y16 Ed 31003 has completed
the required activities regarding to Gender, School & Society practicum
towards the fulfillment of B.Ed course work stipulated by the Government of
Andhrapradesh and approved by Acharya Nagarjuna University.

This Record is assessed.

Signature of the Lecturer



IV Sem

* Index * Gender school and society

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| 1. | Community Survey- literacy rate among boys and girls- a less continuity, dropout, entry, Pass Percentage. | 1-5. |
| 2. | Visit a co-education high school and girls high school and prepare a report on the facilities to girls students and Women Teacher. | 6-10 |
| 3. | Basic on 2011 Census reports find out the Sex ratio and educational status of different age groups in your mandal and report. | 11-14. |
| 4. | Study and self help employment groups and economic empowerment of Women in these group (A report in select a 5 group) | 15-19 |
| 5. | Textbook analyse and Gender equity a report. | 20-24. |

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*. Activity - 1 *. (1)

*. Community Survey - literary rate among boys and girls - Access, Continuity, dropout, entry, pass %, child marriages, child labours, etc and prepare a report.

*. Introduction:-

In Society, boys and girls ^{are} identified by Community with Gender. Gender means the difference b/w male and female. Gender means it is implemented by society, so that it is called as Society Gender.

*. The causes of Gender differences:-

*. In India, there are 75% people are living. Culture, traditions, unbeliefs are more in society.

*. Dowry system is spreaded all over the society.

*. Females study belongs to their family not to society.

*. The main problem is males authority than female Authority.

* Gender unequities are reduced by taking acts:

- Giving opportunities for girls in education, and job purposes.
- In every district there must be girls college, and in every Mandal there should be Girls junior colleges.
- Every girls college should come under UGC.

* Goals:-

- To observe the situations of women in schools.
- To observe about uses of women education.

* Main Aim:-

A part of these activity, I conducted Community Survey about literacy rate, among boys and girls - a less continuity, dropout, entry, Pass Percentage are the things I have introduced in this activity.

I took Adanki 7th ward and I observed the gender difference b/w male and female, access, continuity, dropout, entry, Pass Percentage, child marriages, child labours, etc, I have gathered information about this.

① Access:-

The literacy rate of boys is 50 and girls is '40'.

* Continuity:-

only few people are going to school continuously. In these few of these girls are not going to school continuously.

* Dropout:-

In these ward only girls are the drop outs. Than boys, girls drop out rate is high.

* Entry:-

In the middle of the Academic year the students enter in to the school.

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* Pass Percentage:-

In this school, the rate of pass % is less than boys. Because they are financially backward people.

* Child marriages:-

In these wards child marriages are encouraged by parents because of their financial crisis.

* Child labours:-

In this village child labours are seen - very less. This village has many boys and literacy rate, pass % rate is also high for boys. Girls are always backward position in education.

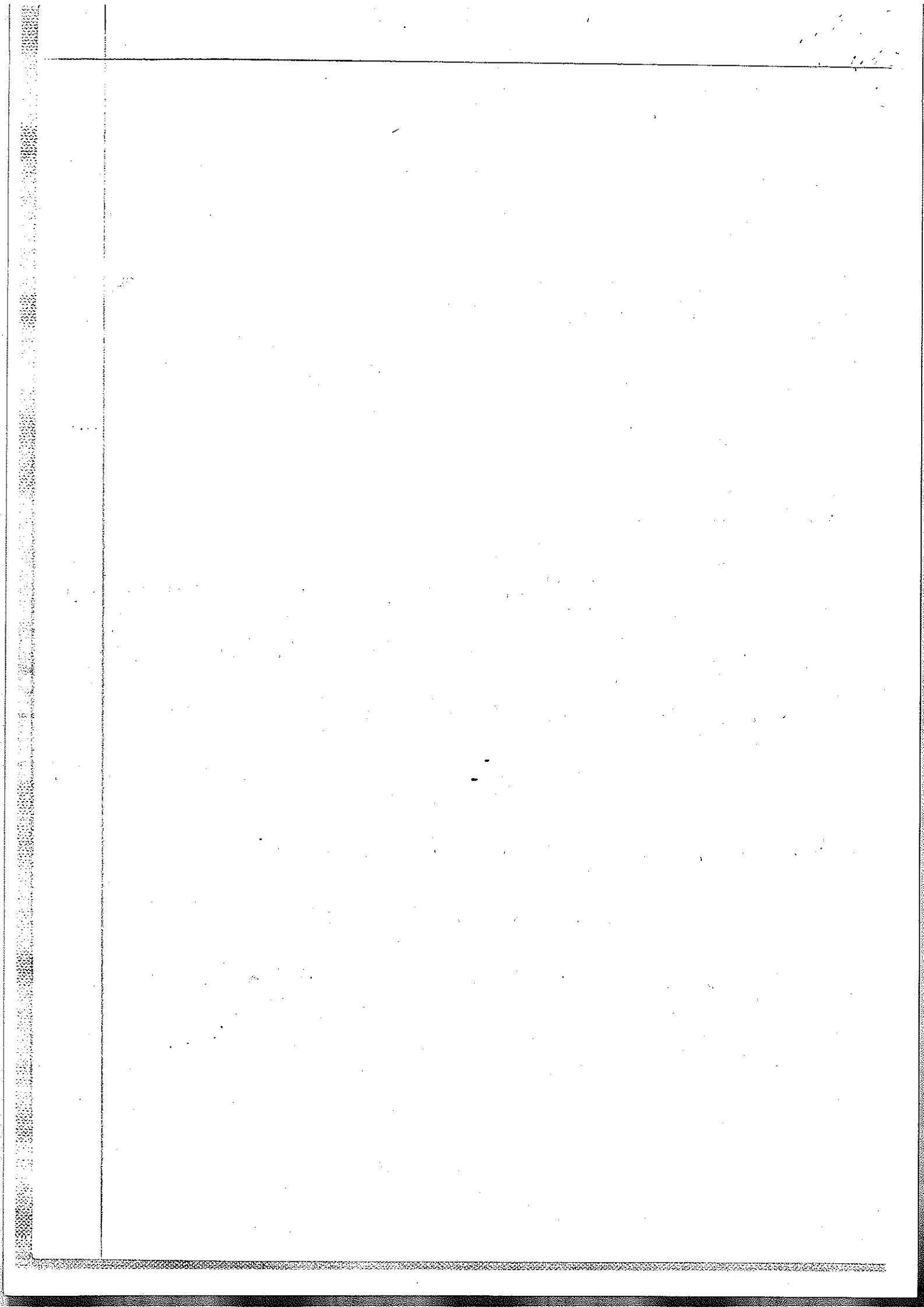
*. Learning outcomes :-

- *. To know about child labours and their financial crisis.
- *. To understand about child marriages.
- *. To know about all of the members in the ward.

*. Conclusion :-

Sri Andhra Kesari College of Education,
I am studying B.ed-1st year, In this Activity,
A part of these course, Activity Access,
Continuity, Pass -/, Entry, Child marriages, child
labours, are introduced here.

I introduced about the financial status
of boys and girls in the village.



Activity-2

⑥

* A visit a Co-Education high school and girls high school and prepare a report on the facilities to girls students and woman teachers.

* Introduction:-

In a society, the women role is an important role than woman role. But the woman has a role to play in society. In society, the girls is given importance accordance in/with family. We can get by doing several activities. But Parents should help them to educate in school.

* The Status of girls and women in present society.

The woman is going to Gender Exclusions, because men are educating well in society than woman. They are not getting suitable facilities to educate in schools.

* The Exclusions according to social status/society/state

In India, If the boy booms, they will say '+', If the girls gives birth they will say '-'.
..

* The Exclusion according to Economical Status:-

Hardly, the woman mainly depends on others for financial problems, because the economical status of woman is better than the women Economical status,

In Schools, Half of the part women were not educating well because of the financial crisis.

* The status of policy and Constitution:-

Our Constitution has equity and equality among women and woman. We should not show Exclusions among boys & girls in constitution.

* The status of Education:-

In the world, the India is called

democracy country. WB are always developing country. We are not developed even in transport system also.

*. The importance of woman Education:-

In our Indian constitution we have equal rights. If the woman can educate she can control both education and family problems also.

*. Goals:-

→ A part of these activity, I observed that what are the facilities are available for girls, woman, students, in schools & colleges.

*. To observe mainly about girls Education-

*. Main Aim:-

To observe mainly about girls, and woman teachers, what facilities are available in schools for co-education high school and

girls high school

St. Theresa's High School - Coeducation Sch

- * In this school they gave good facilities for girl students.
- * Water and toilet facilities are available for them.
- * Especially there is a sick room for children
- * They have facilities for playing in a playground, dolls, etc.
- * In schools, the minimum facilities should be for woman teacher:-
 - In this school, there is facilities for children and teachers.
 - They have sick room, staff room, water facilities for teachers.
 - In this school, the woman teacher gets respect through children.

* learning outcomes:-

→ I observed, and I knew about the facilities that have given to girl child and woman teal in schools.

→ I knew about their situations, facilities, availabilities of students.

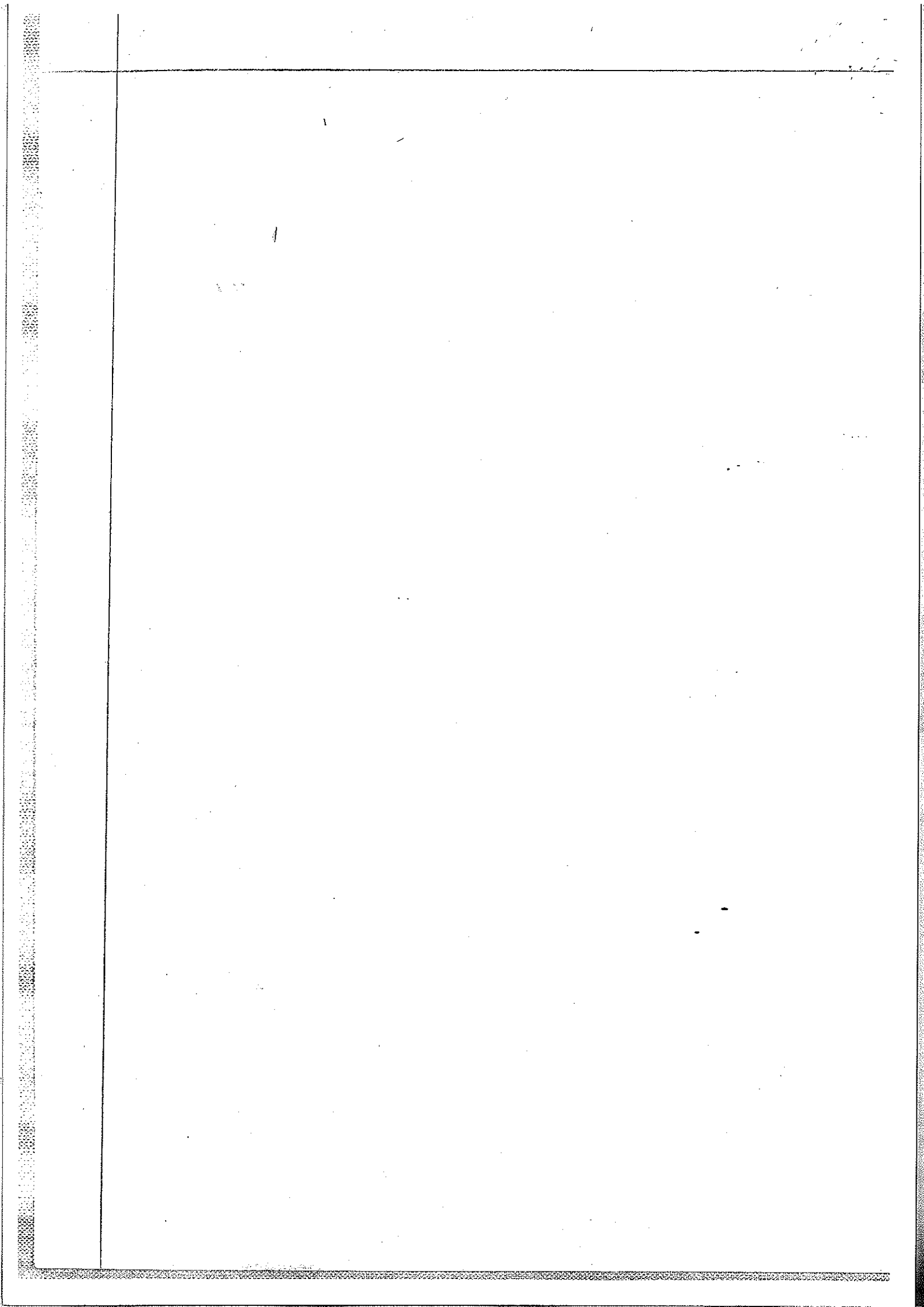
→ Through this I knew about their availabilities, and enjoyness in woman.

* conclusions-

I am studying B.ed in Andhra keerasu college of education.

Apart of these activity I went to St. Theresa's co-education high school.

Not only this, and I went to P.V.R Girls high school, which is called Girls high school and I observed the know about the facilities in schools.



Activity - 3

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*. Basing on 2001-census reports find out the sex ratio and Educational status of different age groups in your mandal and report.

*. Introduction :-

According to 2011 census, the India's population is 1000:940. In 1000 people there are 940 woman people are there. Our India has proclaimed Economical development but the credit programmes has so many differences are there.

*. Abortions:-

During the period of giving birth to child they are getting Excessions. If they give birth to girl child they are feeling sad if they are taking out the child by abortions.

*. Crimes:-

In society, we should see the woman with equality. Because all are equal in the name of law. But so many crimes are

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occurring to woman child.

*. Violence:-

Today (oo) Now-a-days, the violence is going to develop (oo) Spreaded all over the world. The girl child is exposed to violence crimes, abortions. They are thinking like as a 'thing' the child woman.

*. Social effects:-

- *. Some social effects may effect on child.
- *. Child marriages, social effects may effect on child

*. Physical effects:-

NCERT, conducted '5' Indian institutions, there are 30,000 houses, are there. there are no schools.

*. Caste effects:-

our Indian country has different Castes. According to Castes, there arose so many violences, crimes, etc, because they are

marrying in the small age.

Goals:-

Apart of these activity the womans are Exclusions, because they are afflicted to so many Exclusions.

Main Aim:-

According to 2011 Census of population & introduced the way of education, teachers staff, non-teaching staff, etc.

2011-Addanki Mandal Sex Ratio

| | Total | urban | Reneval.. |
|-----------------|---------|-------|-----------|
| Population | 50,008 | 0 | 50,008. |
| Children (0-6) | 4,393 | 0 | 4393 |
| Scheduled Caste | 13,416 | 0 | 13,416 |
| scheduled Tribe | 969 | 0 | 969 |
| literacy | 61.29%. | ?% | 61.29%. |
| sex Ratio | 1,004 | ?% | 1,004. |

| | Total | male | Female |
|------------|---------|--------|----------|
| Children | 4,393 | 2,254 | 2,139. |
| literacy | 61.29%. | 62.077 | 48.025%. |
| sch. Caste | 13,416. | 6,685 | 6731. |
| Sch. Tribe | 969 | 485 | 484 |
| illiterate | 19,339 | 8,139. | 14,200. |

*. Learning outcomes:-

*. Apart of these activity 2011 - census population of introduced and observed.

*. In Addanki Mandal the ratio of boys is 69.35% - literacy rate.

*. The Ratio of boys literacy rate - 59.31%.

*. Conclusion :-

I am studying in Andhra Pradesh College of Education. Apart of these Activity the education status, sex Ratio, etc, of observed Addanki Mandal and I prepared a report on Population-2011 Census.

Activity-4

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*. Study of Self help and Self employment groups and Economic Empowerment of Women in these groups - A Report (select a five groups)

*. Introduction:-

In this activity, Study of Self help and Self employment groups and Economic Empowerment of women in these groups, We should select five groups.

*. Self help and Self Employment:-

These Self Help groups and Self Employment groups are developed to improve the Economical status and development of these groups.

*. Characteristics:-

*. These groups helps us to develop the woman Economical status.

*. These groups develop woman's greatness.

*. Women can get self help from these groups.

*. We should develop the state of woman in society, not women's.

*. Aims:-

→ These groups: The Aim of this group is to develop Economical status.

→ These groups develop the woman's greatness

*. uses:-

→ These self help and self governments & self employment groups develop the state of financial of woman.

→ Every needs should clear by these groups.

→ Especially SC, ST, BC, we can help to these poor by these self help groups

* ④ Srinidhi Group:-

- * These group will be same like as the Padupu group.
- * In this group there will 10 members
- * In this group they can take 50,000-1,00,000 Rs- and should return it to bank.
- * Some methods of credited money they can give money to bank and they will complete the balance.

* ④ Mahakrishmi group:-

- * In this group 15 members will be there
- * In this group there will be a programme or leader.
- * They should collect money from others and should credit money to bank.

There are so many types of groups. They are

① Aadhassha Group:-

- * Through these group we can develop the Economical status.
- * In these there are 10 members. In these 10 members '1' should be the leader of '9'.
- * The leader should collect the money from all and the leader should credited to bank.
- * They can take 1 lakh from bank.

② Podupu Lakshmi group:-

- * In this group there will be 15 members
- * In this group there will be 2/3 leaders
- * Through this leaders they can collect money and they will give it to bank.
- * They can take 1 lakh-5 lakh money in bank and should return it.

* Learning outcomes:-

* I understood that these groups means self help groups and self govt or self Employment groups helps us to know that there are difficult groups.

* We can know about the needs of children

* Conclusion:-

I am studying Andhra Kesari college of Education. A part of these Activity women's self help and self Employment groups are studied in this activity.

In this Activity Aadharsha, Lakshmi, Mahalakshmi, Pragathi, Sridhi groups, Purnima are included here in this activity

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Activity - 5

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Text book analysis and gender equity. Submit a report.

* Introduction :-

① Equity of woman :-

In 1993 - Dec - 12 - 16 EP - AG - In Delhi. Summit, Every girl child should educate with good teaching and should get certificate on what she has studied. Adults also should educate is discussed in 1993.

* Gender inequality - Reasons :-

* Gender inequity is mainly seen on girl child.

* According to Nehru, Every girl/woman should educate and should develop educators in her family.

① Social Barriages:-

Multi lingual, Multi castes, Multi tribes, Multi-types, Child marriages, dowry system are followed.

② Poversty:-

In india many people are living in the below poverty line.

③ Health:-

In india, So many people dieing with so many diseases and health problems.

④ Castes:-

There are different castes in India. Unity in diversity is the aim.

⑤ Religion:-

There are multi religions in our country.

⑦ Crisis of Schools:-

Now-a-days, so many schools are exa-
-cating, removing and disappearing by govt.

⑧ Crisis of Teachers:-

There is only one teacher in one school
there is a lot of teachers crisis in our
country.

⑨ Period plan:-

Through period plan we should supply
needs to the students and we should
clear the doubts, and needs of the students.

* Aims:-

The main aim of this activity is to
develop equality among woman child and
women child. We should not show gender
inequities to woman/Girl Childs.

* Main Aim:-

* To report about Gender differences in Schools, colleges, textbooks, families and in society.

* To woman there are some duties, Right and responsibilities.

* We should follow the society rules and our Constitution. rules.

* We should obey to our constitution rules.

* without obeying the rules, we will be a illegal case to court.

* Every Rules and Instructions should be followed by people.

* Sections, Acts, are improved and prepared by the govt for a girl child.

* Learning outcomes:-

* Through this activity, I observed, studied and reported about the gender inequality in society, but a gender equity interest books.

* The woman and girl child are facing many problems because they have no safety for woman now-a-days.

* We should take strict acts on doing those crimes.

* Conclusion:-

I am studying in

Andhra Pradesh College of Education

A part of these activity I took of the class text book and I did Analysis on Textbook to know how to help the woman Education in society. I observed these gender equity and I submitted a report through this activity

