

**Vijayanagar Sri Krishnadevaraya University, Ballari**  
**Bachelor of Education (B.Ed) course**  
**Semester -III**  
**Gender, School and Society**

Contact Hours: 60

Marks: 100  
4 Credits

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**Unit I: Key Constructs in Gender**

Patriarchy, power, resources and opportunities, sex, A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

**Unit II: Social Construction of Gender**

- 2.1 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;
- 2.2 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialised male and female identities and the introduction to third gender; discourse of LGBT

**Unit III: Gender and School**

- 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
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

**Unit IV :**

Constitutional provision for girl child education.  
Legal support and provision in various acts and Govt support  
Govt and other agencies for girl child uplift.  
Important legal decisions related to the women protection

**References:**

1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2. Conway, Jill K., et al. 1987. \_Intr Daedalus, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
3. Engineer, Asghar Ali. en, 1994 Economic. and \_Status Political Weekly, Vol. 29, No. 6 (Feb.): 297-300
4. Erikson, Erik H. 1964. \_Inner and O Womanhood, Daedalus Vol.93, No.2, The Woman in America (Spring): 582-606
5. Ganesh, K. 1994. \_Crossing: The Hierarchy of Thre Gender in the Indian Family Journal of Social in Science India, 7(3 & 4): 355-62
6. Ganesh, K. 1999. \_Patrilineal Struc Gendered Socialization Culture, Socialization in T. S. Sa and Human Development Delhi: Sage Publication India Pvt. Ltd.
7. Gardner, Carol Brooks. 1983. \_Passi Rights, and the Sociological Urban Inquiry 50: Female, 328-56
8. Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press
9. 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)

**Vijayanagar Sri Krishnadevaraya University, Ballari**  
**Bachelor of Education (B.Ed) course**  
**Semester -IV**

**EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

Contact Hours: 60

Marks: 100  
4 Credits

**Objectives:**

Upon the completion of the course, the student-teachers will be able to:

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.
3. Understand the role of headmaster and the teachers in school management: Supervision and inspection
4. Acquaint the quality control measures in school management
5. Develop the skills in preparing and maintaining the school records.
6. Develop the practical skills in organizing the school programmes and activities.
7. Acquaint the healthy school climate in the institution.

**Unit I: Educational Administration and Management:**

**5 hours**

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 The objectives, nature and scope of Educational management
- 1.3 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources- Material resource, financial resource and Idea resource.
- 1.4. Classroom management.

**Unit II: Administration and Management of Education at Centre and State**

**8 hours**

- 2.1 Centre-State relationship in educational administration and management
- 2.2 Administration and management of Education at Centre
- 2.3 Ministry of Human Resource Development (MHRD) ,
- 2.4 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.
- 2.5 Administration and Management of Education at State.
- 2.6 The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.7 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.8 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association.

**Unit III: Management of School and Supervision**

**Periods: 10 hours**

- 3.1 Basic components of the Management : Planning, Organizing, Supervising, Directing, Controlling, Decision Making, Communication.
- 3.2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision.
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems.
- 3.4 Staff meeting: Objectives, Types, Planning Agenda of meeting.
- 3.5 Time-Table: Meaning, Types and Principles.
- 3.6 Co-curricular activities: Concept, Types, need, organisation, Principles and Role of teacher in it.

3.7 Time Management.

3.8 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching,

**Unit IV: Maintaining Healthy Education Institutional Climate**

7 hours

4.1 Institutional organization climate(school): school components.

4.2 The Institutional Plant: Physical Surrounding and maintenance.

4.3 Creative activities of the school: School Exhibition, Subject Clubs.

4.4 School Records: types, Need and maintenance.

4.5 E-records: nature, Need and applications.

**Assignment/Practicum (Any One) write a profile on:**

1. Preparation of School Academic Plan

2. Preparation of Time-Table

3. Holding Staff Meeting and recording the minutes and Proceedings.

4. School records and their maintenance

5. Co-curricular activities in a school

6. Development of Appraisal Pro-forma

7. School Plant Maintenance

8. School Library Maintenance

9. Time management and School activities

**Bibliography:**

1. Aggarwal, J.C. (1987) \_The Progress of Education in Free India', New Delhi: Arya Book Depot.
2. Aggarwal, J.C. (1994) \_Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
3. Daft, Richard. L. (2000) \_Management', USA: Harcourt College Publishers, Fort Worth, Texas.
4. Dash. B.N. (1996) \_School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5. Devegouda, A.C. (1973) \_A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
6. Halpin, Andrew.W (1966) \_Theory and Research in Administration', New York: Macmillan Company.
7. Hertzke, Eugene. R. and Olson, Warren. E. (1994) \_Total Quality Education, Technology and Teaching', New Delhi: SAGE Publications, India, Pvt. Ltd.
8. Knezevich, Stephan, J.(1975) \_Administration of Public Education', New York: Harper and Row Publishers.
9. Kochar, S.K. (1991) \_Secondary School Administration', New Delhi: Sterling Publishers.
10. Martin, Lawrence. L (1993) \_Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
11. Mathur, S.S. ((1969) \_Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate Mai Hiran.
12. Mathur, S.S. (1990) \_Educational Administration and Management', AmbalaCantt Indian Publication.
13. Mukhopadhyay, Marmar. (2005) \_Total Quality Management in Education', New Delhi: SAGE Publications.
14. Patted, L.B. (2000)- ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾ ಆಡಳಿತ ನಿರ್ವಹಣೆ, ಧಾರವಾಡ: ಆಕಳವಾಡಿ ಬುಕ್‌ಡಿಪೋ.
15. Sachadev, M.S. (2001) \_School Management', Ludhiana: Bharat Book Centers.
16. Safaya, Raghunth and Shaida, B.D. (1977) \_School Administration and Organization', Delhi: DhanapatiRai and Sons.

**Vijayanagar Sri Krishnadevaraya University, Ballari**  
**Bachelor of Education (B.Ed) course**  
**Semester -IV**

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him for study part two specifically refers to higher secondary class subjects

**ADVANCED PEADGOGY ON SPECIFIC SUBJECT OF STUDY**

(Common format for all pedagogies)

Credits: 2

Marks: 50

**Theory to Practice:**

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given fifteen days for completion.

**Part-A ( On the Subject of Secondary School)**

**Any four of the following assignment**

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Development of a diagnostic test on a Unit identify the required remedial teaching and implementing
- III) Evolving resource to teach a unit from collecting digital resources and web site .facilitating learner to learn on his own, if required improvise and develop strategy and for the unit and execute.
- IV) Two students of high achievers, low achievers and average achievers to identify their needs in terms of
  - a. Learning resource required.
  - b. Facilities to be extended by school.
  - c. Guidance to be provided to the parents.
  - d. Specific guidance to learner.
  - e. Teacher empowerment.
- V) Selecting any one of the specific format of teaching ( Models of teaching, approaches, modules etc) and design a instructional material for a content of secondary school subject

( Any other similar activity designed by BOS of respective University)

**Part B: Any four of the following assignment**

- I) Use of any one digital soft ware available on the pedagogic subject, try out on Xi/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
- II) Analyses a topic from Xi/XII class in terms of information , concepts, theories, application and evolve a design to provide self ;earning material. class room transaction for higher level content, individual assignment . Try out, reflect and report.
- III) Analyze performance of any five low achievers of XI/Xii class based on your pedagogic subject, identify the constraints provide remedial measures.
- IV) Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out the its usefulness to the learner by try out and report.
- V) Analyze a class result of XII std of any one institute and evolve a report of their performance, inputs, learner study habit , and processes.
- VI) Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of Xi/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report ( The scope may be reshaped by shortening or widening )

( Any other similar activity designed by BOS of respective University)

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**Semester -IV**  
**REFLECTIVE READING AND WRITING**

Contact Hours: 30

Marks: 50  
2 Credits

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**Unit 1 Expressive Reflections (6 hours)**

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

**Activities:**

Explore different reflecting journal writings, developing a common reflective journal Write based on the text –e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Write a review or a summary of the text, with comments and opinions (individual task)

Write from reader's perspective, gett writer, developing a new angle to the text Presentations of selected papers, questions and answers (large group).

**Unit 2 Reading beyond Text (9 hours)**

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change –Multicultural Perspective ( regional, folk literature and the like) Inclusive Perspective (gender, class, caste, differently abled and the like) Educational Perspectives ( Policies, documents,journals)

**Activities:**

- Write in journal about all the three types of connections with the text Read texts from diverse areas and fields
- Group discussion on texts from different cultures, marginalised sections Attend seminars, paper readings, workshop on reading skills
- Hold public reading events by inviting stakeholders to the event Attend release of new books, listenin book festivals
- Conduct debates/discussions educational policies and documents on them. Convert text into a mono-act, play or musical drama
- Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

**Suggested tasks and Assignments**

- Home reading assignments, maintaining reading log Discussions on interpretation of the texts
- Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.
- Analyzing texts and text structures and connecting to the curriculum Writing an exploratory essay on a text and presenting in the class Writing a critical reflection from 2 diverse texts.

Note - face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups

## Suggestions for the development and transaction of the paper

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal

## Sample Recommended Headings for Reading Material Ethnographies -

Meenakshi Thapan's 'Life at school: an ethnog of schooling Extracts- in contemporary india' & ot =  
Teacher Gibran- Man' by Frank McCourt & ext  
Macaulay's Minutes  
Extracts from 'Rousseau's Dewey's Emwritings, P of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like. Books Letter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

Plays Autobiographies/biographies Journals Documentaries Fiction-

## REFERENCES

### Reflective Reading

- [http://www.decd.sa.gov.au/literacy/files/links/Scaffolding\\_Students\\_in\\_Re.pdf](http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf)  
<http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>  
<http://www.nlb.gov.sg/sure/reflective-reading/>  
<http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350>  
[http://www.jstor.org/stable/1179849?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents)  
[http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972\\_06.pdf](http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf)  
<http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts>  
<https://secure.ncte.org/store/you-gotta-be-the-book>  
<http://www.arvindguptatoys.com/>  
<http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text> [http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction\\_to\\_whole\\_class\\_dialogue\\_and\\_effective\\_questioning\\_ADE\\_Sample](http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample)  
[http://www.academia.edu/3101129/Reflective\\_reading\\_Is\\_meaning\\_making\\_constructivism\\_Is\\_constructivism\\_meaning\\_making](http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making)  
<http://mrsbrogley.com/blog/?p=3009>  
<https://prezi.com/erhgpaokpps/copy-of-chapter-5-mentor-texts/>

### Collaborative Reader

- [http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia\\_V18\\_Greg\\_Kajiura.pdf](http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf)  
<http://www.ericdigests.org/1999-3/reading.html>  
[https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+\(interactive+reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+(interactive+reader))  
<http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf> Reflective Writing [http://tc2.ca/pdf/t4t/t4t\\_reflective\\_writing.pdf](http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf)  
<http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments--->