

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION

IV SEMESTER, BED COURSE SYLLABUS

GENDER, SCHOOL AND SOCIETY

Total hrs: 60

max marks: 80+20

UNIT I: KEY CONSTRUCTS IN GENDER

1.1 PATRIARCHY

1.11. Meaning of Patriarchy

1.12. Nature of Patriarchy

1.2 PATRIARCHY: POWER, OPPORTUNITY AND RESOURCES

1.21. Power and patriarchy

1.22. Opportunity and patriarchy

1.23. Resources and patriarchy

1.3. SEX AND GENDER

1.4 FEMINIST THEORY

1.41. Meaning of feminism

1.42. Purposes and principles of feminist theory

1.42. Brief introduction to : radical, liberal, socialist, psychoanalysis and Marxist theory

UNIT II : SOCIAL CONSTRUCTION OF GENDER

2.1 SOCIALIZATION

2.11. Meaning of socialization

2.12. Features of socialization

2.2 SOCIALIZATION AND AGENCIES

2.21. Family and socialization

2.22. School and socialization

2.23. Occupation and socialization

2.24. Identity and socialization

2.25. Reasons for unavailability of Occupation and identity to women in the fields of agriculture and science

2.3 STEREOTYPING AND GENDER

2.31. Gender stereotyping about girls in school

- 2.32. Gender stereotyping about girls and women in society
- 2.33. Gender stereotyping about girls and women in mass media
- 2.34. Gender stereotyping about girls and women in literature.

2.4. GENDER AND INTERSECTING FACTORS

- 2.41. Gender and poverty
- 2.42. Gender and caste
- 2.43. Gender and religion
- 2.44. Gender and class
- 2.45. Gender and disability.
- 2.46. Gender and region

2.5 GENDER ESSENTIALISM

- 2.51. Essentialised male and female identities.
- 2.52. Introductions to third gender
- 2.53. Discourse of LGBT

UNIT III: GENDER AND SCHOOL

3.1. GIRLS AS LEARNER

3.2. HIDDEN CURRICULUM

- 3.21. Meaning of Hidden curriculum
- 3.22. Hidden curriculum: expectations, teacher attitude and peer culture

3.3 EPISTEMOLOGICAL ISSUES (USING GENDER AS A LENS)

- 3.31. Epistemological issues in Mathematics using gender as a lens
- 3.32. Epistemological issues in sciences using gender as a lens
- 3.33. Epistemological issues in social sciences using gender as a lens

3.4. SUBJECT CHOICE MADE IN GRADE 11 w.r.t. GENDER.

3.5: GENDERED REPRESENTATIONS IN TEXTBOOKS

- 3.51. Meaning with text & Illustrations
- 3.52. Textbooks as tools for education
- 3.53. Gendered representations in mathematics, science, social sciences and language.

3.6. POLICY INTERVENTIONS IN SCHOOL EDUCATION

3.7. CONSTRUCTION OF GENDER IN NATIONAL CURRICULUM FRAMEWORK (2005.2009)

- 3.71. The need and importance of ‘construction of gender in NCF
- 3.72. Principles in the ‘construction of gender in national curriculum framework’

3.73. Important view in NCF 2005 and 2009

3.8 TEACHERS IN INDIA, AN ANALYSIS USING AS GENDER LENS

UNIT IV : GIRLS EDUCATION AND WOMEN PROTECTION:

4.1 Constitutional provisions for girl child education

4.2 Girl child problems & Government support for girl child uplift

4.3. Issues related to Indian women & Legal decisions related to the women protection

SEMINAR TOPICS

1. Gender representations in text book.
2. Role of government and other agencies for girl child uplift
3. Epistemological issues in school subjects.
4. Women empowerment in India
5. Gender equality in India

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**ADVANCED PEDAGOGY ON SPECIFIC
SUBJECT STUDY**

Total hrs: 30

max marks: 40+10

NOTE: COMMON FOR BOTH PEDAGOGY SUBJECTS

UNIT -I

MEANING AND CONCEPT OF T L M & TEST

1.1 Teaching learning materials

1.11. Meaning of TLM,

1.12. Characteristics of TLM.

1.13. Uses of TLM.

1.14. Improvised TLM

1.2 Diagnostic tests

1.21 Meaning and importance of diagnostic test,

1.22. Construction of diagnostic test paper,

1.24. Characteristics / importance's of diagnostic test,

1.25. Uses / advantages of diagnostic test:-

1.3 Backward children and remedial teaching

1.31 Meaning of backwardness,

1.32. Identify child who needs remedial teaching

1.33. Causes for backwardness

1.34. Meaning of remedial teaching

1.35. Advantages remedial teaching:

1.36. Disadvantages / problems remedial teaching:

UNIT- II

SAKEHOLDERS IN EDUCATION

2.1 Stakeholders and their role

2.11. Meaning of stakeholders in education

2.12 Roles of stakeholders in education

Role of parents, school, students, community, ministry of education, Education departments, the ministry of health, boards/Universities of educational institutions:

UNIT- III

HIGHER SECONDARY SCHOOL TEACHER

3.1. **The qualities and qualification of teacher**

3.2. **Professional ethics of teacher**

3.21, Meaning of professional ethics.

3.22. Importance of professional ethics

3.23. Important professional ethics

3.24. Challenges and constraints in the implementation of professional ethics in teaching

3.2. Professional growth of the teacher

3.211. Meaning in-service training,

3.22. Objectives of in-service training,

3.23 Need and importance of in-service teacher education

3.24.4 programme of in-service teacher education

UNIT -IV

PROGRAMME FOR PROFESSIONAL DEVELOPMENT

4.1 Meaning of professional development

4.2 Principles of effective professional development

4.3 Objectives of professional development

4.4 Means of professional development:

Meaning, and uses of **orientation courses, refresher course, seminar, workshop, conference, the endowment lecture and guest lectures/ talks**

ASSIGNMENTS (Each Trainee one)

PART-A (For Non PG Students)

1. Development of a content specific TLM and using in the class room to find out its effectiveness.

2. Development of a diagnostic test on a unit identify the required remedial teaching and implementing.

3. Two students of high achievers, low achievers and average achievers to identify their need 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.
4. 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.

PART-B (For PG Students)

1. Analyze performance of any five low achievers of IX /XII class based on your pedagogic subject, identify the constrains provide remedial measures.
2. Analyze a class result of XII std of any one institute and evolve a report of their performances, inputs, learner study habit and processes.
3. Identify the mismatch between the expectations of learner, parents, national policy, social needs, your need, 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)
4. 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.
5. 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.

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**EDUCATIONAL ADMINISTRATION
AND MANAGEMENT**

Total hrs: 60

max marks: 80+20

UNIT: I EDUCATIONAL ADMINISTRATION AND MANAGEMENT:

1.1 Educational Administration and Management:

1.11. Meaning and definitions of : Organization, Administration and Management

1.12. Meaning and definitions of : Educational organization, Educational Administration and Educational Management

1.13 Importance of Educational organization, Administration and Management **1.2.**

Difference between Educational Administration and Management

1.3 objectives and principles of educational management

1.31 Objectives / purposes of Educational Management (10 Objectives in Myageri Book)

1.32 Nature of Educational Management.

1.33. Principles of Educational Management – Henry Foyal's

1.4. Educational Management as a system:

1.41. Meaning of system

1.42. Importance of system

1.43 Meaning of System Approach

1.44. Importance of System Approach

1.45. Components / Elements of System Approach and their meaning and Explanation.

1.46. Types of System Approach – Open and closed

1.47. System Approach in Educational Management

1.48. Meaning of Educational Institution as a system

1.5. Listing of Human Resources and other Resources.

UNIT:II ADMINISTRATION AND MANAGEMENT OF EDUCATION AT CENTRE AND STATE:

2.1 Centre and state relationship in Educational Administration and Management

2.11 Relationship of Centre – State with respect to Education

2.12 Administration and Management of Education at centre

2.13. Ministry of Human Resource Development (MHRD)

Origin and Functions /Role in Education

2.14. Establishment and Role / Functions of Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE and NCERT –

2.2. Administration and Management of Education at State

2.21 Administrative structure in the state - flow chart

2.22. Establishment and functions of KSHEC, D P I and DSERT

2.23. Management of primary and secondary education.

2.3. Grant-In-Aid Policy (1983 act)

2.4. School betterment committee

2.41. Meaning and Functions / Role of School Development and Monitoring Committee(**SDMC**)

2.42. Meaning and Functions / Role) of Parent – Teacher- Association Committee (**PTAC**)-

UNIT – III: MANAGEMENT OF SCHOOL AND SUPERVISION

3.1. Basic components of the management:

Planning, Organizing, Directing, Controlling, Decision Making, Communications, and Resource Management: (Meaning and Definitions)

3.2 Educational Supervision and Monitoring (Inspection):

3.21: Meaning and Definitions of Educational Supervision:

3.22: Objectives of Educational Supervision:

3.23. Scope of Educational Supervision:

3.24. Features of Educational Supervision:

3.25. Functions of Educational Supervision:

3.26 Types of Educational Supervision, ,

3.27. Defects /Challenges of Educational Supervision:

3.28. Suggestions for the improvement of supervision

3.29 Meaning of inspection.

3.3 Institutional Planning:

3.31. Definitions and Meaning Institutional Planning

3.32. Need and Importance of Institutional Planning

3.33. Objectives Institutional Planning

3.34. Nature of Institutional Planning

3.35. Types of Institutional Planning -Long-term and short term,

3.36. Steps of Institutional Planning

3.37. Merits and Limitations /Problems in Institutional Planning.

3.4 Staff Meeting:

3.41 Purposes / objectives of **Staff Meeting:**

3.42. Types of **Staff Meeting:**

3.43. Principles of an effective meeting

3.44 . procedure of staff meeting.

3.5. Time-table:

3.51. Meaning, Definitions of Time-table:

3.52. Importance / Need of Time-table:

3.53. Functions of Time-table:

3.54. Types of Time-table: -Teachers, Class, Vacant periods, Co-curricular, Games, Home work and Consolidated / Master Time-table

3.55 Principles of constructing Time-table.

3.6 Total Quality Management:

3.61. Meaning and definitions of TQM

3.62. Role of the Head master and teachers in promoting the TQM in; Teaching, Examination, Promotion, Library and Laboratories, Co-curricular activities.

3.7. Time Management:

3.71 Meaning and definitions of Time Management

3.72. Importance of Time Management

3.8. Karnataka State Quality Assessment Organization: Nature, Role / Functions.

UNIT:IV: MAINTAINING HEALTHY EDUCATION INSTITUTIONAL CLIMATE

4.1. Institutional organization climate (school);

4.11 Meaning and Definitions of organizational climate

4.12 Human resources and School components

4.2 Institutional Plant

4.21 Physical surroundings and maintenance – School Plant (as it previously)

4.3 Creative Activities of the School:

4.31 Meaning, Objectives Organization and Advantages of School Exhibition:

4.32. Meaning, Objectives Organization and Advantages of Subject Clubs and Listing activities of creative in nature

4.33 Formal and Informal Events: Meaning, Listing and Importance of formal and informal events - School magazine, sports, tour, Camps etc

4.4. School Records:

4.41. Meaning of School Records,

4.43Types of School Records

4.42. Need and Maintenance of School Records

4.5. E-records – Meaning, Need, Importance and Applications

ASSIGNMENT / PRACTICUM – PRACTICAL ACTIVITY:

- Each student should select one activity, and report – use Questionnaire for Data Collection.
- Report should have head Masters Certificate
 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 the school
 6. Development of Appraisal pro-forma
 7. School Plant Maintenance
 8. School Library Maintenance
 9. Time Management and School activities

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