



# All India Mahila Sangh

Registered Under Societies Registration Act 27 of 1975 Govt of Tamilnadu  
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## BACCALAUREATE OF TEACHER EDUCATION (B.T.Ed.) –II SEMESTER

### 1. SCHOOL MANAGEMENT AND ADMINISTRATION

#### Unit-I: School Management

- Concept, Definition, Meaning, Characteristics, and Scope
- Participatory and Non-Participatory Management
- Planning, Organizing, and Controlling in Educational Management
- Resource Management: Human Resource, Material Resource, Financial Resource

#### Unit-II: Management Approaches

- **Types of Management Approaches:**
  - ★ Manpower Approach
  - ★ Cost-Benefit Approach
  - ★ Social Demand Approach
  - ★ Social Justice Approach
  - ★ Rate of Return Approach
  - ★ Intra-Educational Extrapolation Approach
  - ★ Demographic Projection Model

#### Unit-III: Educational Administration

- Definition, Aims, Objectives, Scope, Types, and Functions
- Relationship Between Educational Management and Educational Administration
- Theories of Educational Administration

- Meaning and Nature of Leadership
- Styles of Leadership
- Measurement of Leadership

#### **Unit-IV: School Administration**

- Meaning, Nature, Aims, Objectives, and Principles
- Institutional Planning
- School Complex
- Democratic Administration in Education
- School Plan
- Time Table
- Role of Headmaster/Headmistress and Teachers in School Administration

#### **Unit -V: Financing Education in India**

- Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank, and UNFA in Financing Education
- Funding System of Education: Public, Fees, Student Loans, Education Chess, Industry, and External Aids

## **2. GENDER, SCHOOL AND SOCIETY**

### **Unit-I: Gender: Concept and Perspectives**

- Concept of Sex, Gender, and Transgender
- Gender-related Concepts: Patriarchy, Feminism, Equity, and Equality
- Sexuality
- Emergence of Gender-specific Roles: Sociological and Psychological Perspectives

### **Unit-II: Gender Socialization and Gender Roles**

- Gender Socialization
- Gender Roles
- Gender Discrimination at Different Levels of Institutions
- Gender Identities and Socialization Practices in Different Types of Families in India

### **Unit-III: Gender Issues in Education**

- Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement
- Gender Issues in Curriculum
- Gender Jurisprudence

### **Unit-IV: Developing Positive Self-Concept and Self-Esteem among Students**

- Strategies for Developing Positive Self-Concept and Self-Esteem
- Role of Teachers in Promoting Positive Self-Concept and Self-Esteem

### **Unit-V: Teaching Learning Materials to Teach Gender Issues**

- Selection and Development of Teaching Learning Materials
- Effective Use of Teaching Learning Materials in the Classroom

### **Unit -VI: Classroom Transaction in Relation to Gender Issues**

- Classroom Management Techniques for Addressing Gender Issues
- Inclusive Teaching Practices
- Role of Teachers as Agents of Change in the Context of Gender and Society

### **Unit-VII: Theories and Identity of Gender & Education (Indian Context)**

- Socialization Theory and Structural Theory
- Culture, Gender, and Institution
- Girls as Learners
- Curriculum, Gender, and Hidden Curriculum

### 3. KNOWLEDGE AND CURRICULUM

#### Unit-I: Knowledge and Knowing

- **Meaning and Nature of Knowledge:** Understanding the concept of knowledge and its dimensions.
- **Categories of Knowledge:** Different types and sources of knowledge.
- **Information vs. Knowledge:** Distinction between information and knowledge.
- **Belief and Truth:** Exploring the relationship between belief and truth.
- **Reasoning and Analysis:** Methods of acquiring knowledge through reasoning and analysis.
- **Different Ways of Knowing:** Relative roles of the knower and the known in knowledge transmission and construction.
- **Contribution of Teachers:** Teachers' role in assimilating and disseminating knowledge.

#### Unit-II: Facets of Knowledge and Relationship

- **Local and Universal Knowledge:** Understanding the scope and application of knowledge.
- **Concrete and Abstract Knowledge:** Differentiating between concrete and abstract concepts.
- **Theoretical and Practical Knowledge:** Exploring the relationship between theory and practice.
- **Contextual and Textual Knowledge:** The role of context in understanding knowledge.
- **School and Out-of-School Culture:** How cultural contexts influence knowledge.

- **Emerging Problems in Knowledge:** Addressing contemporary issues in knowledge acquisition and dissemination.

### **Unit-III: Epistemology of Indian and Western Philosophies**

- **Indian Philosophies:** Sankhya and Vedanta epistemology.
- **Western Philosophies:** Idealism, Naturalism, Pragmatism, and Existentialism.

### **Unit-IV: Conceptual Framework of Curriculum**

- **Meaning and Nature of Curriculum:** Defining curriculum and its components.
- **Organizing Curriculum Components:** Principles of curriculum construction.
- **Bases of Curriculum:** Different approaches to curriculum development.
- **Curriculum Design Models:** Discipline-centred, learner-centred, and problem-centred designs.
- **Curriculum Change:** Importance and factors affecting curriculum change.

### **Unit 5: Curriculum Design and Organization**

- **Design Dimensions:** Horizontal and vertical organization of curriculum.
- **Scope, Integration, and Sequence:** Ensuring coherence and continuity in curriculum design.
- **Articulation and Balance:** Achieving balance and articulation in curriculum planning.
- **Curriculum Development:** Tyler's curriculum inquiry model and other approaches.
- **Curriculum Implementation:** Strategies for effective curriculum implementation.

## **Unit 6: Curriculum Evaluation and Change**

- **Curriculum Evaluation:** Methods and techniques for evaluating curriculum effectiveness.
- **Curriculum Change:** Models and strategies for curriculum innovation and change.
- **Process of Curriculum Change:** Steps involved in implementing curriculum changes.

## **4. YOGA, HEALTH AND PHYSICAL EDUCATION**

### **Unit- I: Yoga and Asanas**

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and benefits.

### **Unit - II: Health and Safety Education**

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment's safety aids in games and sports.

### **Unit-III: Communicable Diseases, Life Style Disorder And Nutrition**

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management – life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.



#### **Unit – IV: Physical Education and Physical Exercise**

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

#### **Unit – V: Organising Competitions**

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

## **5. VALUES AND PEACE EDUCATION**

### **Unit- I: Values Education**

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education – Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

### **Unit- II: Fostering Values**

Development of Values: Attitudes and personal qualities – Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

### **Unit- III: Peace Education**

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.

### **Unit- IV: Promoting Culture of Peace**

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

## **Unit- V: Approaches and Strategies**

Approaches to Value development – Value inculcation, analysis and clarification –

Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

## **6. ASSESSMENT OF TEACHING COMPETENCY AND RECORDS**

### **Unit-I: Understanding Assessment**

- **Concept of Assessment:** Definition, purpose, and types of assessment.
- **Formative and Summative Assessment:** Differences and applications.
- **Assessment for Learning vs. Assessment of Learning:** Exploring the two approaches.
- **Role of Assessment in Education:** Importance and impact on teaching and learning.

### **Unit-II: Methods of Assessment**

- **Formal and Informal Assessment:** Techniques and tools.
- **Diagnostic Assessment:** Identifying students' prior knowledge and skills.
- **Continuous and Comprehensive Evaluation (CCE):** Principles and practices.
- **Peer and Self-Assessment:** Methods and benefits.

### **Unit-III: Competency-Based Assessment**

- **Competency Framework:** Understanding competencies and their assessment.
- **Assessment Rubrics:** Designing and using rubrics for evaluation.
- **Performance-Based Assessment:** Techniques and examples.
- **Portfolio Assessment:** Collecting and evaluating student work.

### **Unit-IV: Classroom Assessment Techniques**

- **Observation and Documentation:** Recording and analysing classroom activities.
- **Questioning Techniques:** Effective use of questions for assessment.
- **Student Feedback:** Gathering and utilizing feedback from students.
- **Classroom Tests and Quizzes:** Designing and administering assessments.

## **Unit-V: Record Keeping and Documentation**

- **Importance of Records:** Why maintaining records is essential.
- **Types of Records:** Academic, behavioural, and administrative records.
- **Record Keeping Practices:** Best practices and ethical considerations.
- **Data Management:** Organizing and storing assessment data.

## **Unit-VI: Analysis and Use of Assessment Data**

- **Data Analysis Techniques:** Interpreting assessment results.
- **Using Data for Improvement:** How to use assessment data to enhance teaching and learning.
- **Reporting Assessment Results:** Communicating results to stakeholders.
- **Action Planning:** Developing plans based on assessment outcomes.

## **Unit-VII: Legal and Ethical Aspects of Assessment**

- **Confidentiality and Privacy:** Protecting student information.
- **Ethical Considerations in Assessment:** Ensuring fairness and equity.
- **Legal Requirements:** Understanding relevant laws and regulations.
- **Informed Consent:** Obtaining consent for assessments.