

**B.Ed. Degree Programme**  
**Semester-III**  
**SCHOOL ORGANISATION AND MANAGEMENT**

(4 Credits – 120 Hours)

 **COURSE LEARNING OUTCOMES:**

*On successful completion of the course, the student teacher will be able to:*

1. Outline the concept and principles of school organization.
2. Estimate the importance of organizational climate.
3. Detect the practical measures for effective functioning of school management
4. List the problems faced by school managements
5. Translate the meaning of institutional planning
6. Design a school Timetable
7. Investigate the types of co-curricular activities
8. Agree to the role of the head of the institution as a leader.
9. Appraise the human and material resource management at school
10. Correlate school and community participation

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**Unit-I: SCHOOL ORGANIZATION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. States the concept and principles of school organization. 2. Estimates the importance of organizational climate.  3. Outlines the need for a stress free work environment	1.1. School organization – meaning, aims and objectives 1.2. Need and principles of school organization 1.3. Factors influencing school organization 1.4. Organizational climate – meaning and types, impact of organizational climate on the performance of teachers and students 1.5. Stress free work environment in schools	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

**Unit-II: INTRODUCTION TO SCHOOL MANAGEMENT**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Examines the concept and functions of school management.</li> <li>2. Detects the practical measures for effective functioning of school management</li> <li>3. Lists the problems faced by school management</li> <li>4. Investigates the role of managing committee in schools.</li> </ol>	<p>2.1.School Management: concept, functions objectives and characteristics of</p> <p>2.2. Principles of educational management and practical measures for effective school management</p> <p>2.3. Need for continuous monitoring and evaluation of school management procedures</p> <p>2.4. Role of managing committee in school</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral /written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

**Unit-III: INSTITUTIONAL PLANNING**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Translates the meaning and need of institutional planning</li> <li>2. Deduces the concept of a school plant and resources at school</li> <li>3. Designs a school Timetable</li> <li>4. Investigates the types of co-curricular activities</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Institutional planning –Meaning, Need, Nature and Characteristics of an institutional plan</li> <li>Steps of institutional planning</li> <li>3.2 School plant -:Design and components</li> <li>3.3 School Library</li> <li>3.4 School Timetable - Need and types</li> <li>3.5 Maintenance of Records</li> <li>3.6.Co curricular activities-Concept and types of co-curricular activities, Need and importance, Organisation of co curricular activities</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignment</li> <li>• Auto Instruction</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Evaluation of assignment</li> <li>• Report</li> </ul>

**Unit-IV: LEADERSHIP AT SCHOOL**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Identifies the meaning and nature of school leadership</li> <li>2. Compares the leadership styles at school.</li> <li>3. Agrees to the role of the head of the institution as a leader.</li> <li>4. Summarises the leadership roles of teachers and students</li> </ol>	<ol style="list-style-type: none"> <li>4.1 Leadership at different levels of school</li> <li>4.2 Meaning and nature of school leadership</li> <li>4.3 Styles of school leadership-autocratic, democratic, laissez faire leadership</li> <li>4.4 Head of the institution as a leader</li> <li>4.5 Essential qualities, duties and responsibilities.</li> <li>4.6 Teacher as a leader – as an instructional input, manager, facilitator, counselor, social engineer</li> <li>4.7 Leadership roles of students – School parliament , student council</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Visual Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

**Unit-V: MANAGEMENT OF RESOURCES**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Appraises the human and material resource management at school 2. Correlates school and community participation 3. Employs the appropriate classroom management strategies. 4. Describes the meaning of Total Quality Management.	5.1 Management of material resources – School campus, infrastructure, library, laboratory E-resources. 5.2 Management of human resources. 5.2.1 Teachers – Staff council 5.2.2 Parents - PTA, 5.2.3. Community - participation in school, 5.2.4.Utilisation of community resources 5.3 Management of financial resources – Role of teacher, preparation of school budget. 5.4 Classroom management-Meaning and its importance, Strategies of class room management 5.5 Total Quality management – meaning and steps	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Invited talk</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

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**SUGGESTED ACTIVITIES** (Any two)

1. Prepare a report highlighting the features and limitations of management of a school in your locality.
2. Preparation of a report on the technological supports system available in the practice- teaching school.
3. Conduct an interview with a successful head of school and prepare a report highlighting the achievements.
4. Design a school timetable for standard VIII.

**■ PRESCRIBED READINGS**

1. Agarwal.J.C (2002). *Organization and Practice of Modern Indian Education*. Delhi: Shipra Publications
2. Bajpai.B.L.(1997). *Making Management Still More Effective*. New Delhi:Vikas Publishing House
3. Bhatnagar, Suresh.,Vashishtha. K & Singh.M.K.(2008). *Educational Management and Problem of Education*. Meerut: R.Lall Book Deport.
4. Dash. B.N. (2004). *School Organization Administration and Management*. Hyderabad: Neelkamal publication.
5. Kochhar.S.K.(2000).*Secondary School Administration*. New Delhi: Sterling Publications.
6. Mohanty, Jagannath. (2007). *Educational Management, Supervision and School Organisation*. Hyderabad: Neelkamal publication
7. Mohanty, Jagannath. (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep and Deep Publication.
8. Oberoi,Saxena(2008). *Essential of Educational Technology and Management*.Meerut: R.Lall Book Deport.
9. Prasad, L. M. (2012). *Principles and Practices of Management*. New Delhi: Sultan chant.
10. Sharma.S.R. (2005). *Research in Educational Planning*. New Delhi: Anmol Publication

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**■ SUGGESTED READINGS**

1. Barry.C.H. & Tye, F. (1973). *Running a school*. New Delhi: McMillan Company of India.
2. Chaube, S. P., & Chaube, A. (2008). *School organization*, New Delhi: Vikas publishing house.
3. David Wright. (1998). *Managing Behaviour in the classroom*. Jordan Hill, Oxford: Henmemann Educational Publishers.
4. Scars, J.B. (1960). *The Nature of the Administrative process*. New York: McGrawHill.
5. Sindu, K. S. (2007). *School Organization and Administration*. New Delhi: Sterling publishing.
6. Vashist.S.R. (1994). *Classroom Administration*. New Delhi: Anmol Publications Private Limited.
7. The third year book of Education, Educational Research, NCERT, New Delhi,1968.
8. Walia.J.S. (1984). *Foundation of School Administration and Organization*. Punjab: Paul publishers.



*Course Code: BED3EPC02*

*Enhancing Professional Capacities*

**B.Ed. Degree Programme  
Semester-III  
YOGA FOR PROFESSIONAL EXCELLENCE**

(2 Credits- 60 Hours)

**📖 COURSE LEARNING OUTCOMES:**

*On successful completion of the course, the student teacher will be able to:*

1. Relate the history of yoga with Indian philosophy
2. Demonstrate yoga based on the principles of yoga
3. Separate yoga from meditation
4. Discuss causes of different life style diseases and its treatment
5. Examine the treatment through yoga for hypertension, diabetics etc.
6. Build harmonious relationship with society
7. Identify personal problems and their solutions
8. Formulate beliefs based on the benefits of yoga.

***Content***

- History of Yoga and Indian Philosophy
- Principles of Yoga
- Concept of Yoga exercise for longevity
- General principles of life,
- Know Self, family, relative, society and world
- Physiology of yoga
- Biomechanics in yoga
- Yoga Therapy
- Causes and Treatment through yoga for Hypertension, Diabetic, Obesity and Thyroid, Asthma and Sinusitis etc
- Neutralization of anger and Eradication of worries
- Harmonious relationship with society
- Virtuous way of living
- Types of Yoga and Uses
- Benefits of Meditation

**Activities (Any five)**

1. Prepare a report on yoga.
2. Collect the pictures of warm-up poses for yoga and give description about it.

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3. Sit in a meditative posture and meditate for 20 to 30 minutes. Write down your experience in detail.
  4. Prepare a seminar on the topic 'journey of yoga from India to the world'.
  5. Prepare a chart on the different stages of suryanamaskar.
  6. International yoga day celebration and report preparation.
  7. Perform specific yogasanas for the relief of back pain and prepare a video of it.
  8. Organise a camp on 'Awareness of Yoga' in your practice teaching school and prepare a report on it.
  9. Prepare a power point presentation on 'Sinusitis and any two asanas to get relief from Sinusitis'.
  10. Prepare a poster presentation highlighting Yoga for obesity.

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Course Code: *BED3EPC03*

*Enhancing Professional Capacities*

**B.Ed. Degree Programme**  
**Semester-III**  
**DRAMA AND ARTS IN EDUCATION**  
(2 Credits- 60 Hours)

 **COURSE LEARNING OUTCOMES**

*On successful completion of the course, the student teacher will be able to:*

1. State the preparation and presentation techniques for effective classroom technique
2. Organize music, dance, theatre and puppetry shows for school children.
3. Examine the relevance of dramatics and visual arts in pedagogic strategies
4. Select suitable themes of art for stage show performance
5. Prepare scripts related to themes from the content area of optional courses.
6. Develop lesson plans using dramatization technique on the respective optional subjects.

**Content**

- Visual Arts and Crafts-drawing, painting, clay modeling, collage making etc
- Performing Arts: Dance, Music, Theatre and Puppetry
- Arts Education as a pedagogical tool

**Activities (any five)**

1. Preparation and presentation techniques for effective classroom learning by developing aids
2. Listening/viewing and organizing regional music, dance, theatre and puppetry
3. Presentation and participation in any one of the traditional art forms of Tamil Nadu.
4. Participation in workshop on. Dramatics and Visual Arts and present a detailed report.
5. Visit to art galleries/art exhibitions and cultural festivals
6. Select themes and stage them as skits/dramas/street plays
7. Writing scripts related to themes from optional course content area
8. Prepare an Album on visual arts and crafts.
9. Practicing and composing songs to teach subject matter concerned.
10. Preparation of four lesson transcripts (two each in level 1 and level 2 using dramatization technique in the concerned subject