

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

(4 Credits – 120 Hours)

 **COURSE OBJECTIVES:**

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

1. comprehend the principles of school organization
2. familiarise the basic concepts of school management
3. develop skills related to institutional planning
4. acquaint with the administrative aspects of school
5. evaluate the management of resources needed for school
6. develop understanding of the relationship between school and community

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**Unit-I: SCHOOL ORGANIZATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recalls the basic concepts of school organization 2. Identifies the impact of organizational climate in the performance of students and teachers. 3. Recognizes 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>

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes the basic concepts of school management 2. Explains the role of school management committee in development of schools 3. Identifies the problems faced in school management 4. Analyses the role of managing committee in school	2.1. School Management: concept, functions objectives and characteristics of 2.2. Principles of educational management and practical measures for effective school management 2.3. Need for continuous monitoring and evaluation of school management procedures 2.4. Role of managing committee in school	<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 Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes the meaning and nature of Institutional planning 2. Designs a school timetable 3. Lists the various types of co- curricular activities	3.1 Institutional planning –Meaning, Need, Nature and Characteristics of an institutional plan Steps of institutional planning 3.2 School plant -:Design and components 3.3 School Library 3.4 School Timetable - Need and types 3.5 Maintenance of Records 3.6. Co curricular activities-Concept and types of co- curricular activities, Need and importance, Organisation of co curricular activities	<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 Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the styles of school leadership 2. Recognises the role and responsibilities of the Heads of Schools 3. Defines student council and student parliament in schools 4. Explores the various roles of the head of the institution 5. Identifies the leadership roles of teachers and students	4.1 Leadership at different levels of school 4.2 Meaning and nature of school leadership 4.3 Styles of school leadership-autocratic, democratic, laissez faire leadership 4.4 Head of the institution as a leader 4.5 Essential qualities, duties and responsibilities. 4.6 Teacher as a leader – as an instructional input, manager, facilitator, counselor, social engineer 4.7 Leadership roles of students – School parliament, student council	<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 Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recalls the management of resources 2. Explores the class room management techniques 3. Recognises the significance of community participation in school 4. Identifies the process of total quality management in schools	5.1 Management of material resources – School campus, infrastructure, library, laboratorye-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 moiré 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*. NewDelhi: 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*. Newdelhi: 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: Mc Millan Company ofIndia.
2. Chaube, S. P., &Chaube, A. (2008). *School organization*, Newdelhi: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: Mc GrawHill.
5. Sindu, K. S. (2007). *School organization and administration*. Newdelhi: 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.



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*Course Code: BED3EPC02*

*Enhancing Professional Capacities*

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

(2 Credits- 60 Hours)

** COURSE OBJECTIVES:**

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

1. understand the aim of yoga and its significance
2. understand the meaning and significance of Asanas, Pranayama, and Meditation
3. understand the meaning and significance of Mudra.
4. understand the importance of good posture.

***Content***

- History of Yoga and Indian Philosophy
- Concepts of various religions.
- 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 Sinus, etc
- Neutralization of anger and Eradication of worries
- Harmonious relationship with society
- Virtuous way of living
- Types of Yoga and Uses
- Identify the Personal problems and their solution
- 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.
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 surya namaskar.
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 posture 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 Objectives**

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

1. understand the basics of different art forms
2. develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression
3. acquire skills for integrating different art forms across school curriculum for better learning and development.
4. develop awareness of the rich cultural heritage of the country

**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 Tamilnadu.
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. Practising 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