

Unsurpassed Guide to Teacher Education Institutions

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Dr. Rainu Gupta and J.C. Aggarwal. Curriculum and school Management. Delhi, Doaba House, 2010. Pp 332.
Rs. 230/-

21st Century, in many ways, is significantly different from the last one. The pupil teachers need to develop competencies to prepare themselves for the 21st Century. The schools find it more difficult to nut the demand on them, due to rate of expansion of knowledge which appears to be increasing and technology enhanced access to information worldwide. Only few books on curriculum and school management out to be found according to the needs of the students and community. *Curriculum and school management* is one of the unique books on according to the needs of students and community as well as to give up to the traditional and community as well as to give up the traditional management methods and about new management skills that purpose the educational manager to meet the new challenges. The book is an extremely useful addition to the curriculum and school management in the field of education and society. This book is a lope that will be helpful for in-service teachers as well as headmasters or in nutshell we can say that this book is an unsurpassed guide to teacher education institutions.

In *Curriculum and School Management*, the author makes an attempt to present the latest material on the concept of curriculum, curriculum development, school organization and classroom management. His expectation is that not only to

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enlighten the pupil teachers, teacher educators and others on school management, curriculum construction in education, but also to develop personal and professional competency and efficiency. The whole book is divided into seventeen chapters at all by the author. This book is a sweet fruit of the strenuous efforts of the editors and contains various aspects of curriculum and school management. This review would like to demonstrate the importance and the quality of concepts of the book for the benefit of the readers.

Chapter I of the book, give the views of great thinkers and writers in their own words an curriculum, its meaning and various dimensions. The difference in their views is on account of the peculiar situations in each state and the changing scenario. The author gives nearly 79 quotation with its author, source and approximate date

and given for each quotations in this chapter on curriculum.

Chapter II deals with meaning and importance of curriculum. In this chapter the author classes the difference b/w curriculum and instruction, curriculum and syllabus and importance of curriculum in effective teaching and learning.

Chapter III deals with the different bases of curriculum. The first base is determined, the aims of education, nature of knowledge and which knowledge is to be gained by philosophy. The second base psychology presents the aims in the language of change in behaviour and which type of knowledge is according to what age level. The third and last base sociology is concerned with the study of man and has social environment and their relation with each other.

Chapter IV deals with curriculum development of thought predominated throughout history of curriculum development: The essentialist school and the Progressive school. Chapter V deals with broad principals of curriculum development, first philosophical idealism based on the trinity of truth, beauty and goodness, Philosophy of naturalism about nature and philosophy of psycomotor about Gentility, dynamic, utility and activity-centeredness and interesting. Second psychological principle constructed according to the needs of the child. Third sociological principals cater to the societal needs as cultural, social and national integration, community service etc.

Chapter VI deals with different factors affecting the development of curriculum as: Ontology relates with the nature of truth or reality, epistemology relates with knowledge, Axiology related with values, child relating with their interest, abilities and aptitudes, Individual differences, construction development in relation to teaching and learning. Chapter VII deals with different theories of curriculum development and procedure introduced (1944), stenhouse on curriculum development (1975), e.s. Taylor's theory of curriculum development are the main theories basically used in this chapter. It also describe the name current theories about curriculum development.

Chapter VIII deals with latest trends in curriculum development and changes/removes to developing curriculum designs for the future like cabbage, liberal, outlook, Economic liberation, Provocation, Globaliortion, Consideration etc.

Chapter IX deals with processor of curriculum development starting with goals, Aims and objectives, selection of learning experiences, selection of concepts, Organization and integration of learning experience of content and the tools of evaluation and present it in a cyclic way.

Chapter X deals with management, agreement and evaluation of curriculum and retroact a curriculum cycle with design, development, impression and follow-up programme.

Chapter XI deals with school management and gives the difference between democratic and autocratic school management.

Chapter XII deals with management of human resources as the teacher, the pupils, office workers, management committee and non-teaching or class IV employees.

Chapter XIII describes that what material resources should be necessary for management. It includes school building, Play grounds, Laboratories, workshops, hostel, Audio-Visualaids etc.

Chapter XIV deals with classroom management and his maintenance and its problem to planned an effective classroom management.

Chapter XV deals with school resources and its maintenance. This chapter presents all the types of school records very effectively with examples and diagrams.

Chapter XVI presents the school time table at different classes and gives name specimen of some time table diagrammatically.

Chapter XVII the last chapter of this book is on co-curricular activities that includes morning assembly,, field trips, NCC, Dramatics, Debates, , Declamation, symposium, Quizzes etc. This chapter also describes the role of the teacher in organizing co-curricular activities in schools.

I hoped that this book will open up a new vista in latest trend of curriculum and school management. This reviewer has no about the wealth of illuminating the curriculum constructions. In today's education in the book will be of immense value to the students, teachers, administrators etc.

The book has a nice attractive jacket and the printing is of a reasonable quality without mistakes. This book is a welcome addition to the teacher education institutions. This book is highly recommended as a reference book to the students, teachers and administrators also for developing curriculum and school management.