Department of Distance Education

Punjabi University, Patiala

Class : B.Ed.-I   Semester : 2

Paper : XIII (School Management)   Unit: 2

Medium : English

Lesson No.

Lesson . No. 2.1   **Author's Name: Mrs. Ishtdeep Kaur**

Leadership: Concept, Theories and Qualities of a Leader

5.1   Objectives
5.2   Definition of a leader
5.3   Great leadership quotes and inspirational quotes
5.4   Leadership qualities
5.5   Theories of leadership
5.6   Suggested questions
5.7   Suggested books and web sources

5.1   After reading this lesson students will be able to:
1.   Define "the meaning of Leadership"
2.   Explain the theories of a leadership in detail.
3.   Describe the qualities of a good leader.

5.2   Definition of a Leader

A leader is "a person who influences a group of people towards the achievement of a goal". A mnemonic for this definition would be 3P's - Person, People and Purpose as illustrated by the following diagram.
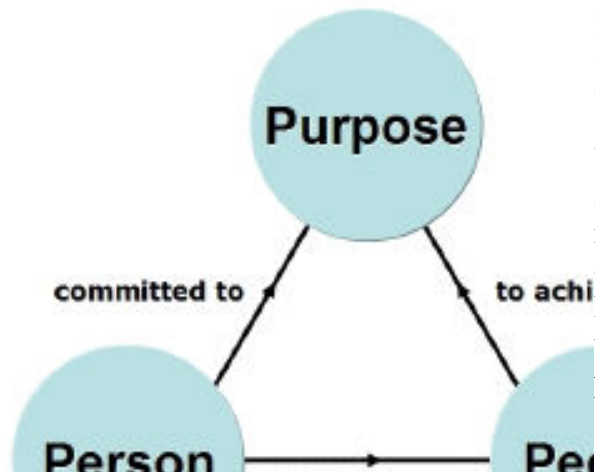
(i)**Person**

Is leadership a position of office or authority? Or, is leadership an ability in the sense that he is a leader because he leads? We all may know or hear of people who are in positions of leadership but who are not providing leadership. A position of office is no guarantee of leadership but it helps in the sense that a leadership position usually commands a listening ear from its people and that is a good starting point for anyone who desires to be a leader.

A leader by its meaning is one who goes first and leads by example, so that others are motivated to follow him. This is a basic requirement. To be a leader, a person must have a deep-rooted commitment to the goal that he will strive to achieve it even if nobody follows him!

(ii)Purpose

A requirement for leadership is personal vision - the ability to visualize your goal as an accomplished fact; a thing already achieved.

"The very essence of leadership is that you have to have vision. You can't blow an uncertain trumpet."

The next requirement is the realization that the goal cannot be achieved alone, without the help of others. Is there a natural grouping of people from whom you can elicit help? Or do you have to recruit your followers? In the latter, you face a greater challenge. But whatever the situation, the leader must integrate his (or the organization's) goal with his followers' personal goals and then communicates this goal in such a way that they embrace it too and the goal becomes a common goal.

In communicating your goal, bear in mind that it should meet the following criteria:

Achievable ... realistic yet faith stretching

Inspiring ... challenging your people to give of their best

Measurable ... quantifiable

Shared ... declaring your conviction in and commitment to the goal

(iii) People

To be a leader, one must have followers. To have followers, one must have their trust. How do you win their trust? Why would others trust you? Most important, are you worthy of their trust?

Why are some individuals more effective than others at influencing people? Effectiveness in leadership has been attributed to (1) persuasion skills, (2) leadership styles and (3) personal attributes of the leader.

When people are convinced of your love for them and that you always have their interests upon your heart, they trust you and they will follow you up the highest mountain and into the deepest sea.

Leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.

To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Bass' (1989 & 1990) theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

Some personality traits may lead people naturally into leadership roles. This is the Trait Theory. A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.

People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today.

The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being. Respected leaders concentrate on what they are [be] (such as beliefs and character), what they know (such as job, tasks, and human nature), and what they do (such as implementing, motivating, and providing direction).

5.3 Great leadership quotes and inspirational quotes

"People ask the difference between a leader and a boss.... The leader works in the open, and the boss in covert. The leader leads and the boss drives." (Theodore Roosevelt)

"No man is fit to command another that cannot command himself." (William Penn)

"Ideas are like rabbits. You get a couple, learn how to look after them, and pretty soon you have a dozen." (John Steinbeck)

"I keep six honest serving-men, They taught me all I knew; Their names are What and Why and

"The most important thing in life is not to capitalise on your successes - any fool can do that. The really important thing is to profit from your mistakes." (William Bolitho, from 'Twelve against the Gods')

"Everybody can get angry - that's easy. But getting angry at the right person, with the right intensity, at the right time, for the right reason and in the right way - that's hard." (Aristotle)

"Management means helping people to get the best out of themselves, not organising things." (Lauren Appley)

"Behind an able man there are always other able men." (Chinese Proverb.)

"I praise loudly. I blame softly." (Catherine the Great, 1729-1796.)

"Any one,who acts as a model of othersis often called a leader."(Sprott's)

"Leader is the one who succeeds in getting others to follow him."(Cowley's)

"Leadership is the exercise of authority and the making of decision."(Dubin's)

"Leadership is activity of influencing people to co-operate towards some goal which they find desirable."

5.4 Leadership Qualities & Attributes of Great Leaders

1) Vision

Great leaders have vision… They can see into the future.

They have a clear, exciting idea of where they are going and what they are trying to accomplish and are excellent at strategic planning.

This quality separates them from managers. Having a clear vision turns the individual into a special type of person.

2) Courage

"Courage is rightly considered the foremost of the virtues, for upon it, all others depend."– Winston Churchill

The quality of courage means that you are willing to take risks in the achievement of your goals with no assurance of success. Because there is no certainty in life or business, every commitment you make and every action you take entails a risk of some kind.

3) Integrity

The core of integrity is truthfulness.

Integrity requires that you always tell the truth, to all people, in every situation. Truthfulness is the foundation quality of the trust that is necessary for the success of any business or organization.

4) Humility

Great leaders are those who are strong and decisive but also humble.

Humility doesn't mean that you're weak or unsure of yourself. It means that you have the self-confidence and self-awareness to recognize the value of others without feeling threatened.

It means that you are willing to admit you could be wrong, that you recognize you may not have all the answers. And it means that you give credit where credit is due.

Humility gets results. Larry Bossidy, the former CEO of Honeywell and author of the book *Execution*, explained why humility makes you a more effective leader:

"The more you can contain your ego, the more realistic you are about your problems. You learn how to listen, and admit that you don't know all the answers. You exhibit the attitude that you can learn from anyone at any time. Your pride doesn't get in the way of gathering the information you need to achieve the best results. It doesn't keep you from sharing the credit that needs to be shared. Humility allows you to acknowledge your mistakes."

5) Strategic Planning

Great leaders are outstanding at strategic planning. Leaders have the ability to anticipate trends, well in advance of their competitors. They continually ask, *"Based on what is happening today, where is the market going? Where is it likely to be in three months, six months, one year, and two years?"* They do this through thoughtful strategic planning.

Because of increasing competitiveness, only the leaders and organizations that can accurately anticipate future markets can possibly survive. Only leaders with foresight can gain the *"first mover advantage."*

6) Focus

Leaders always focus on the needs of the organisation and the situation. Leaders focus on results, on what must be achieved by themselves, by others, and by the organisation. Great leaders focus on strengths, in themselves and in others.

They focus on the strengths of the organization, on the things that the company does best in satisfying demanding customers in a competitive marketplace.

Your ability as a leader to call the shots and make sure that everyone is focused and concentrated on the most valuable use of their time is essential to the excellent performance of the enterprise.

7) Cooperation

Your ability to get everyone working and pulling together is essential to your success. Leadership is the ability to get people to work for you because they want to.

8)Communication

Without clear communication, your employees won't understand your mission, goals, and vision. Employees want to work toward something they believe in, so it's important they understand that they are working toward the same goals you are. Communication should also be consistent in establishing work expectations, giving constructive feedback, and in training new employees. With great communication, your employees will know exactly what they are working for, will rely on you, and will give their best effort for you.

9)Confidence

When things go wrong, employees look to you for the answers and judge the situation based upon your reaction. Even if the company is experiencing a major downturn, it's important to always be confident, calm, and set a good example. If you aren't confident with the organization in a situation, then be confident in your own leadership skills. Your job is to maintain the happy work environment, and continue leading the team in their daily work.

10)Inspiration

Though inspiration often looks forward to the future, it's also important for the present; it gives employees a reason to work, to succeed, and to do their best in everything they do. Make them feel invested in the organisation through inspiration and they'll be loyal, hard-working employees.

11)Positivity

Regardless of the situation, always stay positive. Positivity is essential to productivity, employee happiness, and work environment. When mistakes are made- even if they are serious, it's important to look at the bright side of things. You are setting the tone for the work day, and your attitude directly affects those under your leadership. Bringing snacks, giving compliments, and even showing an appropriate interest in an employee's personal life can have a significant impact on their work day.

12)Humor

Although not a requirement, a sense of humor goes a long way in leadership. It helps create a positive work environment and enhances the feeling of camaraderie. Warren Buffett, for example, once said, "I buy expensive suits. They just look cheap on me." Your unique personality and sense of humor shows your employees that you are more than a leader, and that you aren't a machine, which encourages them to feel comfortable around you.

13)Creativity

Some decisions have to be made quickly, and catch us by surprise. In times like these, it's up to you to think outside the box to find a solution. Your team will be looking to you in these situations for guidance, so a quick decision must also be a good decision. Henry Ford faced a situation like this when demand for his vehicles was so high he couldn't possibly keep up. Instead of making the obvious decision to hire more people, he thought with creativity and developed the assembly line. You may even brainstorm with your team to build upon some of your ideas. When your employees are involved in a decision or idea, they often feel more invested, respected, and important. When you are in a situation where creativity is necessary, your creativity level and experience can either gain your employees' loyalty and respect, or damage it.

5.5 Theories of Leadership

5.5.1 Great Man Theory

Assumptions

Leaders are born and not made.

Great leaders will arise when there is a great need.

Description

Early research on leadership was based on the the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding.

The idea of the Great Man also strayed into the mythic domain, with notions that in times of need, a Great Man would arise, almost by magic. This was easy to verify, by pointing to people such as Eisenhower and Churchill, let alone those further back along the timeline, even to Jesus, Moses, Mohammed and the Buddah.

5.5.2 Trait Theory

Assumptions

People are born with inherited traits.

Some traits are particularly suited to leadership.

People who make good leaders have the right (or sufficient) combination of traits.

Description

Early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
- Adaptable to situations - Alert to social environment - Ambitious and achievement-orientated - Assertive - Cooperative - Decisive - Dependable - Dominant (desire to influence others) - Energetic (high activity level) - Persistent4 - Self-confident - Tolerant of stress - Willing to assume responsibility	- Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled

McCall and Lombardo (1983) researched both success and failure identified four primary traits by which leaders could succeed or 'derail':

- *Emotional stability and composure*: Calm, confident and predictable, particularly when under stress.
- *Admitting error*: Owning up to mistakes, rather than putting energy into covering up.
- *Good interpersonal skills*: Able to communicate and persuade others without resort to negative or coercive tactics.
- *Intellectual breadth*: Able to understand a wide range of areas, rather than having a narrow (and narrow-minded) area of expertise.

5.5.3 Behavioral Theory

Assumptions
Leaders can be made, rather than are born.
Successful leadership is based in definable, learnable behavior.
Description
Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually *do*.
If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn then to adopt the more ephemeral 'traits' or 'capabilities'.
It assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance.

5.5.4 Participative Leadership

Assumptions
Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.
People are more committed to actions where they have involved in the relevant decision-making.
People are less competitive and more collaborative when they are working on joint goals.
When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.
Several people deciding together make better decisions than one person alone.
Style
A Participative Leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Often, however, as it is within the managers' whim to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences and beliefs.
There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives').
There are many potential benefits of participative leadership.

This approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management By Objective (MBO) and power-sharing.

5.5.5 Situational Leadership

Assumptions
The best action of the leader depends on a range of situational factors.
Style
When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods. In practice, as they say, things are not that simple.
Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.
The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior.
Yukl (1989) seeks to combine other approaches and identifies six variables:
* *Subordinate effort*: the motivation and actual effort expended.
* *Subordinate ability* and *role clarity*: followers knowing what to do and how to do it.
* *Organization of the work*: the structure of the work and utilization of resources.
* *Cooperation and cohesiveness*: of the group in working together.
* *Resources and support*: the availability of tools, materials, people, etc.
* *External coordination*: the need to collaborate with other groups.

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group.

5.5.6 Contingency Theory
Assumptions
The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.
Description
Contingency theories are a class of behavioral theory that contend that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others.
An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.

Discussion

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors (often about follower behavior), whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation.

5.5.7 Transactional Leadership

Assumptions

People are motivated by reward and punishment.

Social systems work best with a clear chain of command.

When people have agreed to do a job, a part of the deal is that they cede all authority to their manager.

The prime purpose of a subordinate is to do what their manager tells them to do.

Style

The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate.

When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

5.5.8 Transformational Leadership

Assumptions

People will follow a person who inspires them.

A person with vision and passion can achieve great things.

The way to get things done is by injecting enthusiasm and energy.

Style

Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.

Developing the vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions.

One of the methods the Transformational Leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone *believes* they are right, it does not mean they *are* right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusism which, if relentlessly applied, can wear out their followers.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated.

5.6 Suggested Questions:

Q1. Explain the concept of leadership.

Q2. What are the qualities of a leader?

Q3. Discuss in detail the theories of a leadership.

5.7 Suggested books and web sources:

1. https://en.wikipedia.org/wiki//Leadership
2. www.businessdictionary.com/definition/leadership.html
3. www.businessballs.com>leadership/management
4. www.notredameonline.com>Resources>Leadersip and Management
5. Leadershiptheories-changingMinds
6. nwlink.com/~donclark/leader/leadercon.html

The School Personnel: The Headmaster, Teachers and Students; their role and relationships

Structure :

6.1 Objectives

6.2 Introduction

6.3 Role of Headmaster

6.4 Role of Teacher

6.5 Role of Student

6.6 Summary

6.7 Questions for Self-Evaluation

6.8 Suggested Questions

6.9 Suggested Books.

6.1 Objectives : The objectives of the lesson are :

     9.1.1   To acquaint the students with the role of headmaster and his relations.

     9.1.2   To impart the knowledge of role of teacher and his relations.

     9.1.3   To make the students aware of role of students

6.2 Introduction :

The term school personnel really means the school family with the Headmaster as the Head of the family and the teachers who are like uncles and aunts followed by children, whose proper development is the main concern of elders. Unless Head and other elders cooperate in the interest of the child, his growth may remain lopsided. All the work in school should be child centred. The main objective is the motivation of children. We need properly motivated heads and properly motivated teacher. Only a motivated teacher can motivate the children in their school and that is the purpose of a child's education.

6.3 Role of Headmaster

The Headmaster is a leader in the domain of education. Dr Jaswant Singh says "The Headmaster of a school is the hub of the educational process. In his ability and skill as a sound and effective educational leader depends the success of a school system." Thus we find that the Headmaster holds the key position in the school. Role of the Headmaster can be discussed under the following heads.

1) Planning :   The first and foremost duty of the Head of a school is that of planning. He is supposed to plan (i) Before session (ii) During session (iii) at the End of the session.

2)   **Planning Before the Session :** He has to plan about time-table, staff recruitment, fixing criteria for admission, decision of curriculum, decision of books, uniform, Renovation of school building, announcement of date of new term etc.

3)   **Planning During the Session :** He has to organize instructional material, guidance services, evaluative programmes, new techniques and procedures, supervisory scheme etc.

4)   **Planning After the End of the Session :** He has to plan for final examination, stock checking, summary of attendance, records, confidential report of teachers, issuing school leaving certificate etc.

5)   **Organization and Administration :**

6)   **Organization of School Plans :** He has to run the school machinery properly. For this, he has to ensure that class rooms, laboratories, educational equipments, furniture etc. are provided according to requirements.

7)   **Organization of Instructional Work :** He has to formulate educational objectives, construction of curriculum, preparation of syllabus, units, classification of students etc.

8)   **Organization of Activities :** He has to organize various co-curricular, curricular and other activities. He has to organize physical education for proper physical development of students.

9)   **Organization of Office Work :** He has to allocate duties to office staff. Correspondence, grants, expenditure, income etc. also have to be organized properly.

10)   **Supervision :** The Head of the school is the over-all supervisor of the school. He can supervise by checking teachers diaries, by checking students note books, by taking classes for interaction with students to know output of teachers. He need to supervise all activities related to teaching, discipline, practical work, cleanliness and physical facilities etc.

11)   **Guidance and Motivation :** The Headmaster has to expert of any type of guidance required by the staff and the students in the school. He should be able to provide all type of guidance to his colleagues, to the students of the school, to the parents, to the community etc.

12)   **Teaching :** The Headmaster is basically a teacher and he should pursue this profession because he is a specialist in his field. He may have less load of work depending upon his convenience and availability of time.

6.3.1   Maintaining Relations :

1)   **Relationship with Staff :** There should be a cordial relationship with staff. He should rule by love, affection and sympathy. Principal must respect personality of teachers. He should not consider the school as 'I' and 'My' school but consider as 'We' and 'Our' school. He should never feel as if he is the boss and all other teachers are under him. The Headmaster should feel that his teachers are his hands. So he should treat them equally and have cordial relations with them. According to Prof. K.G. Saiyidain, "To my mind, a good Headmaster is one who can inspire and infuse his colleagues without dominating over them like a hard task master."

2)   Relationship with Pupils : The Headmaster should always be interested in the welfare of students. He should render genuine help where it is desirable. He should not refuse meeting students in any circumstances. The Headmaster is the leader for the school population. He will be able to play the role of a leader well only if he understands his followers or the students community fully. *Ryburn* says, "he should be fully sensitive to the needs, such as physical, mental, social and moral of the students."

- **Relations with Parents :** Good relations between the Head and the Parents of children ensure remedying the problems of school and indiscipline. The parents should be invited to the school for discussing the problems of children.

- **Relations with Community :** School is a unit of the community. The Head should make every effort to strengthen the relationship between the two. A number of common activities between the school and the community can be organized in the school for this purpose. He should allow community persons to use resources of school such as play-grounds, reading rooms, dispensary etc.

- **Relations with the Controlling Authority :** The Head is not the final authority in school kingdom. The management in the case of private recognized school, the education department in the case of Government run institutions have always to be taken into confidence. The Head should always develop cordial relations with such higher authorities.

6.4   Role of Teacher

The teacher is the pivot of the educational system. According to H.G. Wells, "the teacher is the real maker of history."

Professor Humayun Kabir states, "without good teachers, even the best of system is bound to fail. With good teachers, even the worst of system can be largely overcome." These statement reveal the significant role of teacher. His role can be discussed as under:

1)   Teaching :   Teacher's main duty is of teaching the students. This duty is done by him in the classroom situation in a very formal way. He, in fact, is a model to the learners. He can do his duty efficiently only if he has mastery over his subject and knowledge of the allied subjects.

2)   Organizing : Teacher has to organize the syllabus, classification of students, assignments to students, Co-curricular activities, games and sports, cultural activities, beautification of school, festivals, occasions etc.

3)   Planning : Planning of content, audio-visual aids, co-curricular activities, time-table, sessional work and other engagements.

4)   Supervision : Teacher has to supervise the task given to the student, supervising games or co-curricular activities of which he is made incharge by the Headmaster.

5)   Examining and Evaluating : Teacher has to check whether whatever he taught to the students has been grasped by them or not. Examining the students through written or

verbal statements is an important duty. Students are also able to know about their drawbacks.

6) **Recording :** Maintaining record of students work is also the duty of the teacher. Daily attendance of students, marks obtained by the student in different tests etc. everything is recorded by the teacher. Maintaining attendance register, admission and withdrawal register, writing report of students work etc. is the duty of the teacher.

7) **Guidance :** The teacher is a sort of guide for the students in all matters. He is to act as a father, a brother, a guide, a path shower to the students. For the selection of subjects, selection of a career etc. the students seek the guidance of the teacher.

8) **Maintaining Relations :** Teacher has to maintain good relations with students, colleagues, supervisors, parents and community.

1   **Relations with Students :**

Teacher has to maintain cordial and sympathetic relations with students. Teacher should be aware of abilities, aptitude, drawbacks, potentialities etc. of students. Teacher should respect individuality of the child. Teacher should not induce fear among the students. Teacher should know name of the student. Teacher should be impartial, fair and consistent. Teacher should always make whole hearted efforts to solve the problems of student.

2   **Relations with Colleagues :** It should be cordial, friendly, understanding, and cooperative. Teacher should have patience and tolerance. Teacher should use decent and cultured language while addressing them. Teacher should try to observe others qualities and try to imbibe those qualities into his behaviour. Teacher should not say anything against other teachers especially in front of students. There should be no place for back biting and leg pulling. Teacher should maintain some decorum among staff members especially where both sex are present. Teacher should feel grateful for the assistance provided by his colleagues.

3   **Relations with Superiors :** Teacher should be respectful and sincere towards superiors. Teacher should be ready to accept changes, policies, techniques, programmes for the development of the institution. Teacher should not share any secret and weakness with seniors. Teachers should not speak ill of superiors under any circumstances. If there is some conflict, then there should be face-to-face talk to resolve the same.

4   **Relations with Parents :** Teachers should be familiar with children's parents. He should discuss about the students with parents time to time for the following problems.

(i)   Deficiency in learning
(ii)   Home-work regularity
(iii)   Frequent absence from school.
(iv)   Mid-day meals
(v)   Financial Inadequacy
(vi)   Arrangement of Conveyance

(vii)   Guidance for handling the problems of students at home. Teacher should give help to special parents i.e. illiterate, handicapped etc. He should be tactful to handle every type of parents he should be good listener for parents.

6.5 Role of Student : Role of student can be discussed as given below :

1   Planning : Student has to do planning about his notes, revision. Student has to plan for transport facility for himself, expenditure etc.

2   Organization : Student has to organize his efforts to achieve his objectives. His objectives should be pre-defined. He has to organize his curricular and co-curricular activities in a harmonious manner.

3   Supervision : Student has to supervise the work assigned to him by his teachers. Students are members of various clubs, associations etc. while they are in school. They have to supervise work of these clubs.

4   Learning : Most important task of the student is learning. He has to learn whatever is taught by his teachers. He has to take interest in learning various type of activities.

5   Evaluation : Student has to evaluate himself in terms of pre-defined objectives. Through evaluation, student can know his weaknesses and strengths.

6.6 SUMMARY :

School personnel really means the school family with the Headmaster as the head of the family. Headmaster is a leader in the domain of education and plays a very significant role like planning, organizing, supervising, guidance, teaching etc. He has to maintain relations with staff, pupils, parents, community and controlling authority etc. Teacher also plays a very important role. He has to teach, organize, plan, supervise, examine, evaluate, record, guide etc. He has to maintain good relations with students, colleagues, superiors, and parents. Students also need to plan, organize, supervise, learn and evaluate, for their own welfare in their own way.

6.7   Questions for Self-Evaluation :

1.   The term school personnel means a school family.   (Yes/No)
2.   There is no head of the school family.   (Yes/No)
3.   Headmaster of a school is the hub of the educational process.   (Yes/No)
4.   Teacher has to plan before the revision, during the session and at the end of the session   (Yes/No)
5.   Administration is in the hands of teacher   (Yes/No)
6.   Headmaster doesn't need to teach   (Yes/No)
7.   There is no need of maintaining relations with community.   (Yes/No)
8.   Records are maintained by the Headmaster   (Yes/No)
9.   Teacher should have partial attitude towards brilliant students   (Yes/No)
10   Most important task of student is learning   (Yes/No)

Answer Key : Yes, No, Yes, Yes, No, No, No, No, No, Yes.

6.8 Suggested Questions :

Q. Describe the role of Headmaster. Do you agree with the Dictum, "The School is what the headmaster is ?"

Q. "A teacher's job is not finished in the classroom" Explain.

Q. Explain the relations between teachers and pupils, teachers and superiors.

Q. Discuss the role of the Headmaster in establishing good human relations in school.

Q. "Great Headmaster have been great friends of their pupils" Discuss.

6.9 Suggested Books :

1. Dr. M.S. Sachdeva **:** *A New Approach to School Management*
2. Aggarwal & Sachdeva; M.S. *Management and Administration*
3. Sodhi & Suri: *Management of School Education*
4. Bhatia and Ahuja *School Organisation and Management.*

Student-self Government

7.1   **Objectives**
7.2   **Introduction**
7.3   **Purpose**
7.4   **The benefits of student-self governance**
7.5   **Necessities of student-self government in schools**
7.6   **Types of self government**
7.7   **Limitations in implementation**
7.8   **Suggested questions**
7.9   **Suggested books and web sources**

7.1   **Objectives:** After reading this lesson students will be able to:
1.   Define "Student-self Government"
2.   Explain the benefits of self –government in schools.
3.   Describe the types of self-government.
4.   Discuss the limitations of self-government in schools.

7.2   Introduction

A **students' union**, **student- self government**, **free student union**, **student senate**, **students' association**, **guild of students** or **government of student body** is a <u>student organization</u> present in many <u>colleges</u>, <u>universities</u>, and <u>high schools</u>. In higher education, the students' union is often accorded its own building on the <u>campus</u>, dedicated to <u>social</u>, organizational activities, representation and academic support of the membership. By student self-government in schools is meant participation of pupils in matters concerning organization, administration , functions and control through delegation of powers and responsibilities to the student body.

7.3 Purpose

Depending on the country: the purpose, assembly, method and implementation of the group might vary. Universally the purpose of students' union or student government is to represent fellow students in some fashion.

Sometimes students' unions are run by students, independent of the educational facility. The purpose of these organizations is to represent students both within the institution and externally, including on local and national issues. Students' unions are also responsible for providing a variety of services to students. Depending on the organization's makeup students can get involved in the union by becoming active in a committee, by attending councils and general meetings, or by becoming an elected officer.

Some students' unions are politicized bodies, and often serve as a training ground for aspiring politicians. Students' unions generally have similar aims irrespective of the extent of politicization, usually focusing on providing students with facilities, support, and services.

7.4   The Benefits of Student-Self Governance : Empowering Students to Govern Themselves

College students are generally not fans of rules and regulations. Despite this, college administrators are faced with establishing more policies, restrictions and Codes of Conduct -- all in a time of increasing concerns with liability, litigation, and in some cases intrusive forms of campus policing and enforcement.

College should taken a very different -- and successful -- approach, building community with principles of self-governance. This approach means that students agree to **self-regulate their actions** in order to maintain a healthy and safe community. With self-governance, students are **responsible and accountable for their choices, words, and actions** as individual members of the campus community.

Rather than focusing on what students can and can't do, college should emphasizes aspirational behaviors, reminding individuals to act with integrity, to consider how their actions impact others, to value their own personal safety and that of others, to respect personal and College property and to act as role models of good citizenship. With these community standards in mind, students work to prevent their actions from infringing upon others' rights and to resolve interpersonal issues through shared understandings.

Here are some common examples of how self-governance works on campus:

- If there is a noise complaint in a residence hall (such as loud music or voices), students approach one another and attempt to resolve the matter themselves as a first step, prior to calling a residence advisor, hall director or campus security;
- Students are expected to be actively looking out for each others' best interests and well-being;
- New student orientation is planned and facilitated by students self- government. Many campuses invite outside experts and consultants to discuss topics like honesty, sexual responsibility, drugs and alcohol, and diversity;
- Social events are completely planned, coordinated, and overseen by students;

While self-governance may seem loose and unstructured, it's actually just the opposite. Students learn how hard it is to operate openly, responsibly and accountably. Furthermore, by self-governing, they remove most of the conflict resolution burden from the professional staff, allowing them to focus on educational purposes

Perhaps the most important benefit of self-governance is how it impacts students both now and in life after campus. They learn an invaluable lesson -- that in real life, the response to many interpersonal situations is "it depends," in a world that is mostly gray, not black and white. Without a handbook to follow, graduates leave campus with an instinctual understanding of how to act with integrity, honesty and in a socially-just manner as a world citizen. They also take with them the interpersonal skills they will need as they enter the "real world," full of challenging co-workers, employers, neighbors and others.

Self-governance isn't for every school, nor will every student find it to be the right fit. But for those who can commit to maintaining a shared set of community values, it can be a great tool for creating a positive campus experience and teaching critical life skills.

According to the opinion of parents, the social qualities like **honesty, cooperation, leadership quality including democratic attitude and political consciousness** of students develop after participation in self-government in schools.

Education plays a vital role to frame and run democracy. The foundations are to be laid in the minds and behavior of future citizens i.e.; our students through education in the schools. The success of democracy depends upon the interests, attitudes and social efficiency of the citizens. As the schools are the miniature form of the society, schools have certain duties so that an individual will not place his interests above the interests of the society and he will exercise his own abilities, interests and attitudes in accordance with the common good of the society. School helps an individual to explore himself through proper education as he will think freely and independently and will reflect virtues like tolerance, accommodation, cooperation, sympathy and self-discipline. One of the important objectives of the educational system of our country is to construct democratic attitude of the students who are the future citizens of India and Mudaliar Commission has laid emphasis on it.

According to the commission, "This means that the educational system makes its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook." (Temitayo, 2013; SSA, 2012)

  The idea of self-government in schools evolves out of the concept of democracy in education. School should provide the training to the students for understanding democracy, leadership, self-government and self-discipline. Good's Dictionary of education defines student's government as "the maintenance of order and the regulation of matters of conduct in school by elected representatives chosen from the student's body by the students themselves." The concept of self-government in schools implies that the students may **aware about their responsibilities** for the running of school curriculum more effectively. One of the main objectives of the self-government is the student may **learn to share the administrative and organizational responsibilities with others** and do not aspire for taking the entire authority and responsibility in their own hands. (Sidhu, 1996; Wikipedia, 2014)

7.5   Necessities of student-self government in schools

The school has a duty to prepare the children to become efficient members of a democratic society. The children cannot learn how to govern themselves or how to execute the absolute power for the betterment of mankind unless they are provided the knowledge of democracy through the practical implication of self-government. For smooth running of our democracy the schools should arrange various extracurricular activities by which

democratic attitude of our children will be improved. Through the practice of self-government in schools the student will learn

1. To respect authority
2. To exercise authority
3. To consider the difference of opinion
4. To put the common interest of society above his own interest
5. To take important decision firmly
6. To enhance his leadership quality
7. To maintain public fund and in this way he will learn to develop trust in others about his integrity
8. How to function various democratic bodies and organizations like panchayats, municipalities, unions, assemblies and parliament
9. To realize his rights, duties and responsibilities as a good citizen
10. To control his ego. (UNESCO, IICBA,2005)

7.6 Types of Self-government

There are five different types of self-government.

1) The informal type

When circumstances demand this informal type of self-government is formed. A few senior and experienced students may be formed into a body or committee to celebrate a festival or to welcome and look after an honored visitor.

2) The specific service type

A committee may have to be formed by the election or selection from amongst senior and responsible students to look after or to maintain some specific and regular duties like catching truants, maintaining cleanliness etc. associated with the schools.

3) The simple council type

It may be formed to deal with various activities related to school, to solve the student's problem and to fulfill their earnest demands.

4) The complex type

According to the constitution of India, important decisions are taken by the cabinet ministry of the government and cabinet ministry is also responsible to the lower and upper house of the parliament. Such complex type of self-government refers two or more councils or central bodies of the students. One is a smaller body which plays the role of executive committee (i.e. cabinet) and there is also a larger body playing general house role.

5) The school city type

The school administration may be run according to the structure of the administration of a city. The total student population in a school is divided into some wards or electoral houses which elect student representatives

who are responsible for smooth running of self government in schools (Trueblood, 2011)

7.7 Limitations in Implementations

Though self-government in schools is a very good idea, but its implementation is not so easy. Self-government is a system for distributing responsibility between the authority and the students. There are certain limitations for implementation, few of which are as follows-

1) Political exploitation

The political considerations may dominate the entire programme. The students can be exploited by vested interests and may abuse power and authority due to immaturity.

2) Misunderstanding with the authority

Certain responsibilities related to the school administration are distributed among the students so that they can gather specific idea about the matter but execution of the matter is hampered due to misunderstanding with the authority.

3) Inactive participation

Bright and scholar students are less interested to participate in this programme actively because they think this will affect their studies adversely.

4) Election or selection of inappropriate personality

The students often elect or select inappropriate personality for different positions in the system of self-government due to poor sense of judgment. Selection often facilitates such mischievous elements that are not fit in the system as well as election accelerates groupism, enmities and bad blood among the students Sidhu,1996)

7.8 Suggested questions:-

Q.1   What is the purpose of student- self government in schools?

Q.2   Give advantages of student-self government.

Q.3   Discuss the need and limitations of student-self government.

7.9 Suggested books and web sources:-

1.   www.sikhasp.com/files/S-Nandi-P.K-Paul
2.   study.com/academy/…./What-is-self-government-definition-lesson-quiz.ht
3.   https://en.wikipedia.org/wiki/Students'_union
4.   www.huffingtonpost.com/.../college-students-selfgovernance

Lesson No. 2.4   **Author : Dr Manjeet Kaur**

Supervision and Inspection: Meaning, Need, Purpose, Principles and Procedures of Supervision, Modern trends in Supervision

Structure :

8.0   Objectives
8.1   Introduction
8.2   Meaning of Supervision & Inspection
8.3   Need of Supervision
8.4   Purpose of Supervision
8.5   Principles of Supervision
8.6   Procedures of Supervision
8.7   Modern trends in Supervision
8.8   Self-Assessment Questions
8.9   Suggested Questions
8.10 Suggested Books

8.0   Objectives :

(1)   To enable the students to define supervision
(2)   To acquaint them with the need and purpose of supervision.
(3)   To enable them to understand Principles and procedures of supervision;
(4)   To acquaint them with the modern trends in supervision.

8.1   Introduction :

Of all the functions of the executive activity of education, administration, supervision and inspection are quite important because the helping effective instructions and efficient administration of schools supervision & Inspection are organized by the State Departments of Education. The inspectorate in India owes its origin to the British Education System. The present system of inspection of schools has its origin in India on the recommendation of the Wood's Dispatch (1854). Dr. Zakir Hussain Committee substituted the word 'supervisors' for 'inspectors'. Supervision is now considered as an integral part of the process of education.

8.2   Meaning of Supervision and Inspection:

The word "Supervision" is made up of two words super+vision. It is superior vision. It is a democratic term meaning "to see" or "over see" the working of schools. It is a cooperative group effort. It is both a means and an end in itself.

In the words of Adams & Dicky "Supervision is a planned programme for improvement of instruction."

According to Kimball Wiles, "Supervision is assistance in the development of a better teaching-learning situation."

According to Harold Spears, "supervision has gradually moved from the improvement of instruction to the improvement of learning."

According to Baar, Burton & Brubecker, "Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning & pupil growth." Supervision is the name given to the activities that contribute to the achievement of the goals of the plan prepared by the administration.

The term inspection seems static. It wants things to remain in the position in which they originally were. The term educational inspection is altogether different from that of the term inspection used in other departments i.e. police, revenue etc. Today, the word supervision is more popular than the word inspection. Inspection is teacher focused whereas supervision focuses on aim, material, method, teacher, pupil and environment. Inspection is imposed and authoritarian and is done usually by one person only.

8.3   Need of Supervision :

There is a need of an agency of supervision and inspection in education for various reasons.

8.3.1   Supervision as an expert service: Supervision as an expert service on the consultancy basis is needed in complex human undertaking like education. Education can deliver good results only if it is continuously changed, modified, and sharpened. This is possible only when an expert services made available right at the does of the school.

8.3.2   Continuous Evaluation: To ensure continuous growth, continuous evaluation is necessary which is possible only through supervision.

8.3.3   Growth of Teachers: Supervision is needed for growth of teachers. Teachers need continuous and improved training on the job in a realistic situation.

8.3.4   To help teachers : Supervision is needed to help teachers prepare for teaching. It can help very well to lighten the burden of teachers in this respect.

8.3.5   To keep teachers up to date : Creative suggestions derived from critical analysis and discussion of research findings are indispensable for growth. Supervision can provide this service.

8.3.6   Professional Leadership: Supervision is needed to provide decorative professional leadership. It can unify the efforts of all the persons engaged in the educative process.

8.3.7   Proper Coordination: There is need of having proper coordination between a large number of schools functioning in a region. It is possible through supervision. The experiments performed successfully in some schools can be made use of in other schools if there proper coordination.

8.3.8   **To eliminate bad Practices**: Many a time an evil or some bad practice spreads in a school and it is not checked immediately through supervision. Such evils can be nipped in the bud.

Thus, we find that supervision is carried out in order to increase the efficiency of the teacher. It may be of great importance provided it is carried out with sincerity.

8.4   **PURPOSE OF SUPERVISION** :

8.4.1   **Providing Leadership** : One of the important purpose of supervision and inspection is to provide professional leadership both to the heads and the teachers for improving the quality of education.

8.4.2   **Appraising Work**: It has to appraise the work of educational institutions and to offer suggestion for improvement.

8.4.3   **Promoting Professional Growth** : It promotes professional growth of all teaches by providing them in-service training and guidance.

8.4.4   **Improving Class-room Teaching**: Purpose of supervision is improving class-room teaching through the direction, guidance and training of teachers.

8.4.5   **Removing difficulties**: It suggests ways and means to overcome the difficulties of teachers in teaching and organizing various activities.

8.4.6   **Demonstrating Techniques**: It demonstrates instructional administrative and supervisory techniques which are found effective and thus improve the whole structure.

8.4.7   **Evaluating the attainments**: It helps in the evaluation of the achievements of the pupils.

8.4.8   **Interpreting Goal:** It clarifies and interpreter educational goals for educational institutions and gives them all types of assistance to achieve those goals.

8.4.9   **Checking inefficiency** : It checks inefficiency and indulgence on the parts of teachers and administration.

8.4.10   **To see the practicability and reflection on the curriculum** : It finds out how for the curriculum is implemented satisfactorily and difficulties in its implementation. It can modify the curriculum, looking into practical needs and difficulties.

8.4.11   **Proper Balance** : It finds out whether there is a reasonable balance of intellectual, moral & physical activities.

8.4.12   **Keep pace with progress of the educational theory & practice** : It helps qualified and experienced administrators and teachers to deal successfully with the increasing complexity of education responsibilities of the profession and helps them to keep pace with the progress of educational theory and practice.

8.4.13   **Proper Utilization of Resources**: It prevents misdirection of resources

and energies. It checks up whether the government grants are being properly utilized by the institutions.

8.5   **PRINCIPLES OF SUPERVISION**: Following are the principles of supervision:

8.5.1   **Supervision should be functionally related to administration**: Supervision must be primarily a non-managerial service within the total responsibilities of administration. It is clear that two are closely and functionally related. They coordinate & supplement each other. Administration provides the educational setting or the teaching-learning situation and supervision studies it, evaluates its strength and weakness and continuously improves it.

8.5.2   **Supervision should be based on Philosophy**: It means that the plans, policies, purposes, values and meaning of supervision should be determined by the philosophy or the way of life the society whose education is to be undertaken. Emphasis is to be placed on the close relation of life with education, its subject matter and methodology, as these affect the individuals constituting society and the community as a whole.

8.5.3   **Supervision should be scientific**: It means supervision should emphasize experimentation, observation, inference, objectivity and reliability. It should utilize the findings of research, standardized tests and statistical analysis. It should check upon the validity of facts. It should lead to more and more accuracy and precision. It should re-interpret the aims, policies, materials and methods in the light of realities and the democratic social processes of life and education.

8.5.4   **Supervision should be Democratic**: It should be a cooperative enterprise in which everyone has the right to contribute. The right to co-operate in the selection of materials and methods is the right of every teacher. It respects the individuality and personality of pupils, teachers and other educational workers and gives recognition to their individual differences. Democratic supervision provides full opportunity for discussion, free expression of views and opinions, enlists participation of all persons and welcomes and utilizes their contribution for the improvement of the teaching- learning situation and process.

8.5.5   **Supervision should be Creative** : Creativity means offering new suggestions, devising new procedures, inventing and producing new things. Supervision encourages creative expression and contribution from all members of the group. It keeps its procedures flexible so that they can be adjusted to the demands of particular situations.

8.5.6   **Supervision should be Progressive**: It means supervision should aim at the promotion of pupils' and teachers' growth and through them the improvement of society. It should provide leadership that ensures continuity

of educational plans, policies and processes and their smooth operation towards the ultimate goal of the greatest good of the greatest number. It should coordinate and integrate all available resources, materials and efforts.

8.5.7   **Supervision should be Professional**: Like a profession, it should continuously evaluate itself in the light of its aims and objectives. The supervisor should keep himself up-to-date with latest development in educational theory and practice and the features of an ever ongoing social changes. The products of supervision should be, "Professional maturity, curriculum development, instructional improvements, school-community consolidations and emerging expectations."

8.5.8   **Professional Growth**: Supervision should provide facilities for the professional growth and development of teachers through such means as teachers' meetings, conferences, bulletins and suggestions.

8.5.9   **Sympathy, Cooperation and Impartial Observation**: Supervision should be done very sympathetically. The supervisor must maintain a scientific and critical attitude and should be free prejudices.

8.5.10   **Assessing the spirit of School**: Spirit of the school should be gauged from the records of staff meeting, co-curricular activities.

8.5.11   **Comprehensiveness**: Supervision should be comprehensive. It should cover all aspects of school-work.

8.5.12   **Assessing the Written Work**: Written work should be carefully assessed.

8.5.13   **Respecting teacher method** : The individuality of teachers' method should be respected. Uniformity should not be emphasized.

8.5.14   **Realising Conditions**: Supervision should realise the limitations under which persons are working.

8.5.15   **Persuasive Approach** : Supervisor's approach should be persuasive. He should provide better stimulus and incentive to more efficient work.

8.5.16   **Planning** : Supervision must be planned in advance. It should have clearly stated objectives.

8.5.17   **Not Cursory** : Supervision should not be cursory. Careful and longer supervision should be made. At least 2-3 days may be devoted.

8.5.18   **Regular** : Supervision should be done regularly and thoroughly by a panel of experts with supervision/inspected as chairman.

8.6   **PROCEDURES OF SUPERVISION** :

Some of the prevalent procedures are as under:

8.6.1   **Types of Inspections**: The Indian Education Commission recommends that every school should have types of inspection - annual and triennial. The former will be held by District School Board in the case of primary schools and by State Education Officers in the case of secondary schools. The triennial will be conducted by the DEO for the primary school and

State Board of School Education for the secondary schools.

8.6.2 **Teacher's Meetings & Conferences** : Holding a teachers' conference is actually a follow-up of inspection. Through inspection, many things come to the notice of the inspector. In the conference some of the common problems of different teachers can be discussed and guidance given accordingly.

8.6.3 **Orders and Circulars**: Regular guidance is provided to teachers through circulars containing academic suggestions, suggestions for physical welfare of the students and guidelines for their all-round development. In case, some conference of teachers or headmasters is to be called, information for this will be sent through written orders. Circulars & orders also initiate a number of school improvement programmes like school projects cleanliness campaigns, science fairs, students camps and service towards community.

8.6.4 **Visiting the Schools** : The inspector pays a visit to each school in his area at least once a year. There may be some problem in schools where the inspector has to visit many times. The inspection can be surprise checking or with due notice sent for it well in advance.

8.6.5 **Demonstrations**: The supervisors should arrange for demonstration lesson. This can be done either by the supervisor himself or he may invite some teacher from other schools who have done something commendable which can benefit others.

8.6.6 **Evaluative Criteria** : The inspection should be carried out through a scientifically prepared evaluative criteria. NCERT has already evolved one and the state authorities can evolve their own on the basis of it. A detailed performa including questions covering all aspects of school be prepared and used. The sub-headings of such performa, on the model of criteria prepared by NCERT are as under :
a. Physical Facilities
b. Teacher
c. Curriculum
d. Instructional Work
e. Activities
f. Evaluation Procedures.
The supervisor will collect data from all the six aspects through visits, observations, records and reporting by the headmasters.

8.6.7 **Methods Suggested by Indian Education Commission :**

(i) **School Complex** : In certain areas, a school complex may be formed, so that one high/senior secondary school, some middle schools and l0 to 20 primary schools would be integrated into a unit. The headmaster of the high/senior secondary school may inspect the 'middle' and 'primary' school of the complex once in a Year.

(ii)   **Statistical Cell** : There is need to provide a small statistical cell in each district office and the factual data regarding all the schools may be continuously collected and recorded by this cell.

(iii)   **Classification** : The schools must be classified into various categories. Each category will have its own standard, its own difficulties, problems and levels of attainment.

(iv)   **Evaluative Criteria**: Indian Education Commission has recommended the following items to be considered for purposes of evaluation of the school:
   i. Relations with local Community;
   ii. Qualification of staff;
   iii. In-service training;
   iv. Education of the gifted and retarded; and
   v. School discipline etc.

(v)   **Functional Inspectorate**: At the state level an academic wing of the directorate should be set up, which will guide the schools all over the state in some special functions. There should be special inspectors for certain subjects like Home Science, Physical Education etc. Special institutions like 'State Institute of Education' 'State Institute of English' 'Guidance Bureau' etc. also share the supervisory responsibility, i.e. their respective fields. Hence, these are called Functional Bureaus of Inspectorate.

8.7   MODERN TRENDS IN SUPERVISION :

Modern trend among educationists seems to expel the word 'Inspector' from educational vocabulary in favour of 'Supervisor' or 'Education Officer'.

Modern supervisions seems to ensure creative participation of all the teachers rather than to criticize them for their faults. If the situation demands, the supervisor shows by demonstration how to adopt a particular method or technique.

8.7.1 Modern supervision provides educational leadership. They are supposed to be experts and specialists.

8.7.2 Modern supervision is demo crated. The supervisor doesn't impose his point of view authoritatively, but recommends better alternatives after convincing and persuading the teachers.

8.7.3 Modern supervision is carried out in a scientific way. It is a technical, methodical and scientific job.

8.7.4 Modern supervision is coordinating and integrating in nature. This agency acts as an exchange for the dissemination and sharing of professional information and practice for common good.

8.7.5 Modern supervision employees a variety of new devices like seminars, meetings, conferences, study grouped and workshops etc.

8.7.6 Modern supervision emphasis upon the teaching-learning process rather than criticism of teachers. New techniques like Micro teaching, team

teaching and stimulation are used for the improvement of the system.

8.7.7 In modern supervision, teachers become interested in the process of improvement of their academics, specialization and teaching methods as a result of supervision.

8.8   Self-Assessment Questions :

(1)   Supervision is superior vision.   Yes/No
(2)   Supervision and Inspection is one and the same thing.Yes/No
(3)   Supervision keeps teachers up-to-date.   Yes/No
(4)   Supervision does not provide leadership.   Yes/No
(5)   Supervision is not planned.   Yes/No
(6)   Supervision should be authoritarian.   Yes/No

(7)   Modern supervision is democratic.   Yes/No
(8)   There is only one procedure of supervision.   Yes/No
(9)   Supervisors can demonstrate new techniques & methods.   Yes/No
(10)   The word 'Inspector' is preferred than Education Officer or   Yes/No
        Supervision

Answer Key : (1) Yes, (2) No (3) Yes (4) No (5) No (6) No (7) Yes
                  (8) No (9) Yes (10) No

8.9   SUGGESTED QUESTIONS :

Q.1   Explain the need and importance of supervision.
Q.2   What are the modern trends in supervision?
Q.3   Discuss the produce of supervision.
Q.4   Describe principles of supervisions.
Q.5   "Good Supervision is always concerned with the development of the teacher, the growth of the pupil and the improvement of the teaching-learning process." Discuss.
Q.6   What do you mean by the term 'Supervision'? Discuss principles of supervision.

8.10   SUGGESTED BOOKS :

1.   Dr. M.S. Sachdeva   :   A New Approach to School Managements
2.   Dr. T.S. Sodhi &   :   Management of School Education
       Dr. Aruna Suri
3.   R.P. Bhatnagar, I.B. Verma :   Educational Supervision