



**M.A. (Education) Part-II  
Semester-III**

**Paper -III**

**Educational Management & Supervision**

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Punjabi University, Patiala**  
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**LESSON NO.**

**SECTION-B**

- 2.1 : Educational Supervision : Meaning, Aims Principles of Educational Supervision
- 2.2 : Techniques of Supervision and their effectiveness
- 2.3 : Humanism in Supervision
- 2.4 : SWOT Analysis
- 2.5 : Supervision as Educational Leadership
- 2.6 : Total Quality Management

**Note : Students can download the syllabus from department's website [www.dccpbi.com](http://www.dccpbi.com)**

**Educational Supervision :  
Meaning, Aims & Principles of Educational Supervision**

**Structure :**

- 2.1.0 Objectives
- 2.1.1 Introduction
- 2.1.2 Meaning of Educational Supervision
- 2.1.3 Aims of Educational Supervision
- 2.1.4 Principles of Educational Supervision
- 2.1.5 Summary
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**2.1.0 Objectives**

1. To acquaint the students with educational supervision, its meaning.
2. To acquaint them with the aims of educational supervision.
3. To acquaint them with the principles of educational supervision.

**2.1.1 Introduction**

Supervision is a 'Superior' Vision - i.e. to look forward and to have broad outlook for the guided growth of education. It means to co-ordinate, to direct, to guide and to stimulate activities of others with a view to bringing about improvement in them. In education, supervision carries the same general concept but is usually applied to the activities of teaching the supervision of instruction. The supervision of instruction refers to the variety of means used by inspectors, head master and teachers to improve

teaching and learning process. Supervision, in this sense, is very essential for all educational institutions. Supervision always had to meet vigorous opposition from various quarters, especially from teacher's unions. The criticism generally leveled against supervision is as below :

- (i) It questions the individuality of teachers,
- (ii) It represses their initiative,
- (iii) It inhibits them emotionally and
- (iv) It interferes with their self-expression and self-reliance.

But if we study the problem closely, all these points of criticism turn out to be legitimate and true especially because the present day supervisors are competent and supervision is democratic rather dictatorial. Democratic supervision, based upon the principles of mutual discussion and co-operation where the supervisor is looked upon as a guide and friend, is bound to bring improvement and take away the steam from the above criticism.

The whole purpose of supervision is to develop better education for children. It attempts to develop an instructional programme which is better adopted to the needs of the youth in a modern democratic society and to provide materials and methods which will enable children to learn more easily and effectively in a better teaching-learning situation.

Modern supervision is concerned with the improvement of the total learning situation and not with improvement of instruction only.

### **2.1.2 Meaning of Educational Supervision**

'Supervision' is a democratic term. The head of school supervises his own school whereas the supervisor sees in general the functioning of many schools. The supervisor guides and solves problems of the school under his control.

The meanings of supervision will be clear from the following definitions :

According to *Adams and Dicky*, "Supervision is a planned programme for improvement of institution."

*Ayer says*, "At its best, supervision is the most noble and dynamic of all educational endeavours. It is the most noble because it is the most considerate; it is the most dynamic because it is most creative."

*Briggs and Justman Joseph* write, "In general, supervision means to co-ordinate, stimulate and direct the growth of the teachers in the power to stimulate, to direct the growth of every individual pupil through the exercise of his talent towards the richest and the most intelligent participation in the civilization in which he lives."

According to *Launor E. Carter*, "Supervision is no longer direction and inspection. Supervision has become leadership in the in-service professional development of class-room teachers. Organisation for supervision, thus, becomes 'teacher-development' and the techniques of supervision consist largely of teacher education procedure.

Launor E. Carter has laid stress on in-service professional development of teachers and according to him, the role of supervision is to promote the professional growth of teachers. New educational schemes and approaches will be successful in so far as teachers are brought to face with new ideas in a spirit of co-operation.

According to Secondary Education Commission (1952-53)

"The true role of our inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives to formulate suggestions for improvement and to help the teacher carry out his advice and recommendations."

The Education Commission (1964-66) said that "Supervision is, in a sense the backbone of educational improvement."

The supervisor's job is to provide conditions and materials for the growth and development of teachers. His concern is with improvement of the total teaching and learning situation. So supervision is a conscious effort for instructional improvement. It is a process which leads to the improvement of teaching and learning. This is the simplest and most general definition of supervision.

Supervision means the improvement of instruction. Although this definition is commonly accepted today, it is not new. Improvement of school programme has always been the ultimate goal of supervision. Successful supervision or inspection is the backbone of educational system. So if supervision or inspection is the backbone of educational system. It is important to see what this successful supervision and inspection means.

Successful supervision is an expert service aimed at improving the growth of the child. So the main duty of the supervisor, head master and teacher is to improve the educational programme and to see that it suits growth of the child effectively. It is a cooperative activity.

Supervision also stimulates and guides the growth of teachers and helps them in their understanding and effective performance so that they are better to guide and direct the students. It serves as a guide to assist the teacher and the head master is working out their own strategies.

Supervision encourages freedom and experimentation. If new ideas and methods are experimented. The educational system is bound to improve.

Supervision helps teachers and headmaster to do better and achieve better. It takes them out of inertia and encourages them. It creates in them the feeling of improvement.

Supervision is comprehensive. It focuses attention upon a wide range of factors which affect teaching and learning. Aims and objectives of education, curriculum, equipment and material, evaluation-all affect teaching and learning and hence an important aspect of supervision and inspection.

The teaching community is involved in educational advancement and improvement and they need expert guidance. Naturally, good supervision helps them in achieving their goal.

Supervision is an expert service which is required at every stage for quantitative and qualitative improvement of education. With increased demand for quality education at all levels, effective coordination of the total programme from pre-primary to senior secondary schools has become one of the pressing needs of education these days. Hence, the need for a sound machinery of supervision and inspection.

Society realizes the crucial importance of good education for children. This realisation has enormous implications for those charged with supervision. Indifferent schools programmes result in public utility. This change in public attitude, which shows peoples' concern for education, is being taken note of by all those charged with the task of educational supervision.

### **2.1.3 Aims of Educational Supervision**

Supervision is more concerned with instruction. Everything else is subordinate. Thus the main purposes of supervision according to James

Curtin, are as under :

- i. To set proper class room environment for learning.
- ii. To develop and use the methods and materials which will ensure the progress of the child.
- iii. To provide the school with a clearly defined supervisory programme that will ensure the attainment of instructional goals.
- iv. To develop evaluation system that will appraise the effectiveness of the programme.
- v. To develop the attitude in the entire professional staff that supervision must be co-operative.
- vi. To develop the attitude that instructional improvement is directly related to self improvement of all members of the professional staff.
- vii. To provide specific help to teachers with day-to-day problems.
- viii. To develop a sound working relationship in which teacher feel secure and confident.

"The best type of inspection that which aims at liberating teacher from set procedures and making himself reliant and enthusiastic in this work." These are the impression give by Dr, A. Siddalingaiy regarding the aims and the objectives of supervision. With the rapid change of times, there is a consequent change in the aims of educational supervision. According to Dr. B.P. Lulla the main aims of supervision are:

- visualising the role of supervision and inspection in the context of education at a time for
- any stage or level:
- taking the comprehensive view of the functions of a school in the society.
- Reconstructing its organizational pattern in relation to the changing needs of education.
- Functioning as a controlling, co-ordinating and a creative and imaginative system in the field of education.

Supervision and inspection are provided by the state to help educators and educational administrators to do a better job. This service provides educational leadership and guidance to various workers in the field of

education. It incorporates checking and fact finding, correction, inspiration, guidance, direction, diagnosis and improvement.

The supervision and inspection are carried out in order to increase the efficiency of the teacher. It helps and brings improvement in the teacher so that he is able to teach better. So, supervision and inspection are of great importance provided these are carried out effectively and with all sincerity.

Following are the main aims of supervision.

- i. Supervision must increase the efficiency to do better teaching. It has also to check any inefficiency in the schools.
- ii. Supervision aims at creating good working conditions for the teachers and to stimulate their mental growth.
- iii. It encourages the teacher to prove better in his field.
- iv. It provides professional leadership to teachers and headmaster so that they, may improve their teaching. It also provides correct direction. The Secondary' Educational Commission suggested to replace the word. Inspector' by 'Education Officer' or 'Education Adviser'. These terms are in conformity with the real aims of supervision.
- v. It offers expert service to the teaching community in the form of teaching techniques, diagnostic techniques and remedial measures.
- vi. It promotes professional growth of teacher by providing them guidance and in-service training wherever it is required.
- vii. It sets rights goals for educational institutions and give them all types of help to achieve those goals.
- viii. It aims at checking inefficiency and negligence in schools. It help in removing shortcoming and irregularities in the functioning of educational institution.
- ix. It officers new and forward looking, concrete and constructive suggestions to the teachers. It also aims at minimizing their difficulties. It become the duty of a supervisor to in spite the teachers by the wise counselling.
- x. It guides the institutions for further improvement in their standards.
- xi. Supervision aims at accelerating the proper functioning of schools.

- xii. The present aim of supervision is providing guidance and assistance in the teaching learning process rather than criticism and fault finding. It is democratic and no longer authoritarian in nature.
- xiii. Since the aim of supervision is to improve the institution and to bring about general improvement in the institution, it is obligatory on the part of a supervisor, to highlight the good achievements of various schools and teachers. These achievements can be brought to the notice of the teacher community through news bulletins. The new experiments and innovations in education should be disseminated properly and regularly.
- xiv. Supervision aims at stimulating all functions of instruction and they are better able to direct each student's growth. The whole purpose of supervision is development of better education for the youth.
- xv. It demonstrates institutional, administrative and supervisory techniques which are found effective and, thus it improves the whole structure.
- xvi. Supervision also aims at assisting the schools in their growth and development qualitatively.

In a nutshell educational supervision is aimed at developing better education for pupils by developing sound programmes which are suitable for the youth in a modern society. It is clear that supervision is a very important part of the educational programme. It helps in the improvement of instruction through direction, guidance and training of teachers.

#### **2.1.4 Principles of Educational Supervision**

Since supervision is very important for proper functioning of educational institutions, it must be based on certain principles. To have sound and healthy relations between teaching and supervisory staff, some general principles given below must be kept in mind.

1. **Principle of Democracy and Co-operation:** A supervisor should adopt the philosophy of democratic leadership. In the democratic concept of supervision, the idea is that of co-operation of teacher and supervisors. Democratic supervision is built upon power of the teacher to exercise self-direction through his

participation in the determination of goals and in formulation of methods and procedures and improving instruction. Educational supervision should be based on the co-operative democratic process. The control of the institution should be democratically executed. There should be delegation of duties. It should be free from routine details. The democratic supervision emphasizes freedom for individual personality. The teacher has the freedom to think independently, to exercise and to develop self-reliance. The idea is that of co-operation and the working together of teacher and supervisors for the solution of problems of instruction. The emphasis is placed upon teacher's growth, his participation in discussions releasing the determination of aims, plans, methods and procedures for improvement of teaching. In this way, the supervisory becomes an advisor, guide, co-worker and helper of the teacher.

- 2. Principle of Creativity :** Creative supervision provides an opportunity for each teacher and each child in school system grow through the exercise of his talents and capabilities. Teachers are free to grow professionally. To develop their talent abilities under expert guidance. The task of educational supervisor does not end with routine procedures such as supervision of instruction only. He has also to play a creative role. He has to deal with persons and not with things. It is one of the important tasks of a good supervisor to develop the creative potentialities of his pupils and teacher with whom he comes in contact.
- 3. Principle of Dynamism :** The educational supervision is a living and dynamic subject, The child is the center of the whole process of educational instruction. So dynamism should be the very soul of supervision, Educational supervision cannot be rigid and static. It has freedom and scope for changes. With the changing patterns of education, the educational supervision is also bound of change.
- 4. Principle of Efficiency :** To bring efficiency in the teaching methods, the purpose of educational supervision is to enable an

organization or an institution to carry-out, with maximum efficiency, the purpose for which the organization or institution exists. It is very simple principle, but its results are a reaching.

- 5. Principle of Effective supervision:** Efficiency should not be gauged by examination results only. Supervisory should take into consideration general growth of the whole programme. All activities of teachers should be evaluated effectively to promote general efficiency of the programmes. Only effective supervision will be helpful in achieving the desired goals.

Besides these general principles, supervisor should keep supervisory functions and procedures above the level of inspection and rating. He must respect the opinions of other individuals.

### **2.1.5 Summary**

The Educational supervisory must have a clear vision of the society which he wishes to build up so that he can mobilize the educational forces in the service of the society. Education can be a powerful instrument for building up the society and it is the duty of the supervisory to use this instrument skillfully.

The educational supervision should be bases on philosophical and psychological principles, since it is a human process which is influenced and controlled by various factors. The educational supervision should be better suited to our present day requirements. It must recognize the worthwhile things that are taking place in the school system. It should help everyone in the profession to grow professionally. The supervisor should help in the improvement of school environment and in creating healthy conditions of work in the school.

The educational supervision should be thorough, comprehensive and scientific. It should be done systematically. The individuality of the teacher should be respected.

### **2.1.6 Suggested Questions**

1. "Supervision is a planned programme of improvement of Institution"  
Elaborate the Statement giving meanings of supervision.
2. What are the aims of Educational Supervision?
3. Enumerate the principles on which effective Supervision is based.

**2.1.7 Suggested Books**

1. Barr. Burton and Brucker : Supervision
2. Kendel : Type of Administrations
3. Lulla, B.P. and Murty, S.K. : Essentials in Education  
Administration
4. Cuton J. : Supervision in Today,  
Elementary School.
5. Mukerji, S.N. : Administration and Supervision  
in Secondary School.
6. Shukla, K.K. : Inspection and Supervision in  
Secondary School.
7. Report of the Secondary Education Commission (1953).
8. Report of the Education Commission (1964-66)

**TECHNIQUES OF SUPERVISION, EVALUATION & THEIR  
EFFECTIVENESS**

**Structure of the Lesson :**

**2.2.0 Objectives**

**2.2.1 Introduction**

**2.2.2 Techniques of Supervision**

**2.2.2.1 Observation**

**2.2.2.2 Demonstration**

**2.2.2.3 Observational Visits**

**2.2.2.4 Group-study or Workshop**

**2.2.2.5 Conference**

**2.2.2.6 Student's Records**

**2.2.3 Evaluation of techniques of Supervision & their effectiveness**

**2.2.4 Suggested Questions**

**2.2.5 Suggested Books**

**2.2.0 Objective**

- 1 To acquaint them the students with techniques of supervision.
- 2 To acquaint with the various techniques of supervision
- 3 To explain them the importance of evaluation of supervision & its effectiveness

**2.2.1 Introduction**

Supervision is carried out in order to bring about improvement in the teacher's students, teaching-learning situations, materials used in teaching etc. The supervisor is, therefore, supposed to have links with the schools, teachers, students etc. How should he do it & in what way he should proceed to achieve the desired ends, are the pertinent questions. There are different techniques which the supervisor can make use of in carrying out his duties of supervision. The situation, the environment & the individual qualities & capabilities will determine which particular technique is worth while for the moment.

## **2.2.2 TECHNIQUES OF SUPERVISION**

Supervisor's effectiveness depends upon the appropriateness of his method and techniques. Despite his best intentions and highest zeal a supervisor cannot secure the desired results if he is not able to match his method and techniques with his purpose. A supervisor has, therefore, to know which method and techniques can accomplish what purpose and thus establish a relationship between supervisory methods and purposes. There are several techniques out of which the supervisor chooses one or more according to the situation, to make his supervision effective and successful.

### **2.2.2.1 Observation or Classroom Visitation :**

Observation or classroom visitation is one of the most frequently used and the most effective technique of supervision. Observational visits are of three kinds:

1. Un-scheduled Visits;
2. Scheduled Visits; and
3. Visits by invitation.

Unscheduled visit to a class are likely to take the teacher unaware and put time in an inconvenient position; because he is not likely to be at his best at the time of Inspector's visit. On the other hand if the visit is scheduled, the teacher can put forth his best. The same will be the case when the visit of the supervisor is at the teacher's invitation, to how the planned programme is working out. Such invitations, or request are proofs of the excellent atmosphere in the school, of good human relations and a keen desire for improvement. Whatever may be the kind of visit, it will predominately be for the purpose of identifying the teacher's merits, shortcomings and difficulties and techniques adopted by him. The visit also provides an opportunity to the supervisor to discover new techniques used by the teacher. The supervisor should observe certain principle during his visit to a class, for example :

1. He should not create an impression in the teacher's mind that he is on a fault-finding mission such a misgiving has to be removed by establishing a suitable rapport with the teacher and giving him previous intimation about his visit.
2. He should prepare a class schedule with reference to the several classes he plans to visit and notify the same to the concerned teachers.
3. He should prepare himself adequately in advance, for a purposeful visit, needs adequate preparation on the part of the supervision-preparation in terms of the knowledge of the background of the class to be visited, knowledge of the lesson plan prepared by the teacher who is being visited and composition of the class etc.

4. The visit should, as far as possible, be for the entire duration of a period. Shorter visits may also be useful.
5. The supervisor should create an atmosphere in which the teacher would ultimately be anxious to invite him to observe his class.
6. The supervisor should, as far as possible, be a silent observer and reserve his remarks for the individual conference with the teacher.
7. The observational visit would include the coverage of content of the lesson, participation of the pupils, the use of teaching aids, assignments and homework given as well as the collateral work, if any.
8. Some observational visits can be made with a specific objective in view like the use of teaching aids, techniques of questioning. In such a case the specific objective is kept at the focus and the other items of work are evaluated in relation to it.
9. Every observational visit should be followed by a meeting between the supervisor and the teacher. It is desirable that a teacher is allowed to comment on his own performance before the supervisor offers his remarks. The supervisor, in his turn, should bring out the good features of the lesson and then point out in an inoffensive way how the lesson could be improved in the content and presentation. It is his responsibility to see that the follow-up creates new confidence in the teacher.

#### **2.2.2.2 Demonstration**

Demonstration is another good technique of supervision. It is an effective and important tool for stimulating teacher's professional growth and giving them strength and confidence. In his technique the supervisor takes the opportunity of teaching one or two lessons or arranges a few lessons taught by experienced teachers of outstanding merit and the teachers observe these lessons. The two most important things to remember while applying this technique are that it should never be done at the cost of children, where education is our first concern and the observation of Demonstration lessons should not be forced or made compulsory. If attendance is made voluntary such lessons will have greater attraction and stronger motivation.

The purpose of Demonstration teaching is to remedy the defect observed by the supervisor and to offer good service for the improvement of the teacher and his work. The demonstration method is one of the most effective methods of tackling the problem of teaching. They offer an opportunity to know the special interest of children and solve their problems too. For this purpose demonstrations should involve the use of the wide variety of

materials and resources to help the teachers and children solve their own problems. It should be remembered that good demonstration is not the one which goes smoothly but that in which problem arise. Problems are useful for they challenge the demonstrator and the supervisor for action on the spot. The teachers observe the demonstrator tackling a problem that concerns them in another situation in which the demonstrator and the class are working together and they can transfer the method to their own situation.

Demonstration should be based on the following principles :

1. While working with a particular group demonstrations should be carefully planned to benefit the particular group by not only giving the group and opportunity to observe but also to meet its needs and problems. The idea behind giving a demonstration is to develop the teachers security and self-confidence by offering them a chance to observe better teacher at work. So demonstration should be prepared before hand for this purpose.
2. The time of the demonstration should not be fixed before hand.
3. Demonstration should be carried out in a natural setting. The children should not be taken to new place for the lesson for that would be an unfamiliar and artificial situation and will put greater demands on them. So it is effective it held in the regular classroom of the participating children. The class teacher should prepare the children before hand for the visitors so that there is no sudden surprise.
4. Demonstration should be related to and coordinated with the other techniques of supervision. Like demonstration and observation go together. It is demonstration for the person who is teaching while observation for the group. The principles underlying the other techniques apply to demonstration also.
5. Demonstration should be given according to the needs and standards of the observers. In case of a particular group of teachers superior teaching may not be helpful it is beyond their understanding and appreciation.
6. Demonstration should be outstanding merit long experience, rich professional background and personal qualities will make them successful.
7. A post-demonstration conference should be arranged and held at an appropriate time. All the observers should carefully note the points to be discussed at the conference, points regarding the work of the

children's and the teacher's activities. They should discuss and analyse the problems which have come during the demonstration.

### **2.2.2.3 Observational Visits**

A technique which is finding greater favour is that of observational visits by teachers to other teachers to other teacher's classes. Observation refers to the supervisor's visit and observation of the lessons or lesson taught by particular teachers, while observational visits refer to teacher's visiting each other's classes. Observation visits may be of two types.

- (i) Inter-schools visit that is observation by a teacher or other teachers at work in the same school, and
- (ii) Inter-school visits in which the teacher goes to observe teachers at work in other schools.

Observational visits are very helpful in broadening the understanding and outlook of the should be encouraged to visit each other in order to share their experiences. Secondly, some teacher are doing very good work and their teaching is highly creative. So the purpose of observational visits is to help the teacher to familiarize himself of different ways of solving problems. That leads to his professional growth.

1. Observational visits should be properly and carefully planned. Intra school visits should be informal while the Inter-school visits should be formal and properly planned.
2. The supervisor should give the visiting teacher careful directions as to how to behave during the visit and what to observe.
3. In observation, emphasis must be place upon the teaching situation, not the teacher. The observation lessons presented to visiting teachers and the teaching-learning situation should be natural. They should not be arranged specially or for the purpose of exhibition.
4. To many or too frequent visits to the same school should be avoided for they will hamper with the progress of the class.
5. Visits should be made by small groups for durations of two or three days. Because visits by a large number of teachers or by individual teachers are not effective.

### **2.2.2.4 Group-Study or Workshop**

Group activity may take several forms, of which perhaps the most important is the workshop. Here a group of people work together to solve a problem of a practical nature. The workshop is a very powerful instrument for changing and widening ideas, stimulating new ventures, developing leadership and promoting human relations and improving school programmes and procedures.

The main purpose of workshop is to solve professional problems through group process. Another purpose of group-study or workshop is encouragement or training in cooperation. The supervisor must educate the staff regarding the importance of cooperatively determining policies and procedures. He should lead the group towards the line of action slowly but steadily without hurrying for quick result. Third purpose of workshop is to stimulate creativity among the participants. Fourthly, the workshop or groups study should give proper through attention to the question of better utilization of all available resources. The fifth purpose is to provide contact with experts and lastly to help in professional development of teachers and administrators. Mutual discussion helps them develop newer ideas. They perplexing problems. In this way the instructional practices as well as administrative procedure to be followed :

There are certain principles and procedures to be followed :

1. Before starting the workshop or group-study some planning is very essential. The leader has to attend to the question of time, place, duration and frequency etc. or the meetings that would be held.
2. The second step is to locate and define the problem or problems at which the participants will work. It should be seen that the problems is of the teachers themselves. Group discussion and deliberation should lead to common problem, common goals and purposes and also the plans and methods to achieve them. The decision about the problem should be arrived at by consensus of opinion and not by a majority.
3. The third step is to analyse the problem. Analyzing the problem and planning action to solve it means to break it up its units or sub problems. For examples, the problem "How can we improve the achievement in mathematics of pupils of class VII", may be divided into some such sub-problems.
  - (i) the present status of achievement in mathematics ;
  - (ii) causes of low status ;
  - (iii) curriculum in mathematics ;
  - (iv) methods of teaching mathematics as related to the expected outcomes ;
  - (v) present methods of evaluation as related to the objective ;
  - (vi) improvements required in curriculum, methods of teaching, text books and evaluation procedures, etc.
4. The forth step is to assign the supervision - problems for study to sub groups or committees. The basic purpose is to give every

participant a chance to some work or the other, preferably with a resource person.

5. The leader should bring to the notice to the group professional thinking and literature related to the problem and place possible materials and resources at its disposal the leader has the special responsibility of coordinating the efforts and findings of the sub-groups so that there is closely knit and integrated result.
6. The activities of the workshop should be jointly evaluated by the participants, under the guidance of the leader. Evaluation may also be done by a committee of experienced persons, say a panel of select members of various work-groups.
7. The final report of the workshop should be written, drafted, duplicated and distributed among the participants and also released for publicity and kept in the school records.

#### **2.2.2.5 Conference**

Conference is another important medium of super-vision. Conference may either be at the individual level or at the group level. Conference aim at improvement of group relations, harmonious living, mutual respect and professional growth among the teachers.

A conference of the teachers supervisors and others is called because of its felt need for solving a problem. It means that the all the participants should aware of the purpose of conference. The participation in the conference without sufficient and adequate information about the problem, results in the development of negative feelings and insecurity.

The mature supervisor recognizes that in using conference as a process in supervision each participant (the teacher, the supervisor, the principal, other staff members, the parents) has a unique contribution to make in working towards its solution. The physical and social environment of the conference are very important for its success. Lastly, continuous evaluation of the progress made towards the solution of the problem and the professional growth of the participant is essential.

#### **2.2.2.6 Student's Records**

This is the another way of supervising the work of teachers. Here the supervision scrutinizes the correction work of the student's written work and record.

The different methods and technique of supervision are more or less complementary and their purposes are also to very great degree distinct. It is hoped that the supervisor will keep this fact into consideration while choosing techniques to be followed in a given situation.

### **2.2.3 Evaluation of techniques of Supervision and their Effectiveness**

Success of techniques depends upon how far the purpose of its have been achieved Techniques of supervision are not meant to evaluate the teacher for administrative or discipliner purposes but to improve him. The supervisor should provide instructional leadership, solve teacher's problems and improve teaching learning situation. If he is able to fulfill on or more of these objectives, in makes clear that techniques of supervision are effective.

It is of importance if in addition to the evaluation of this total programme of supervision each supervision technique is evaluated separately.

Demonstration has also been found to be an effective technique of supervision. They are given to promote the professional growth of teacher, solving teacher's problems, integrating educational theory and practice and in-service education of teachers. The approach to evaluate the demonstration can be :

- (i) to review the procedure used in the demonstration and find and list those which the observers decide to employ themselves ;
- (ii) to find out how the observers have gained in knowledge, understanding, insight, confidence etc.
- (iii) to explore the ways to tackle particular problems ;
- (iv) to examine how the demonstration has stimulated professional growth of the observers ;
- (v) to find out whether it has resulted in the improvement of the demonstration and whether it has given him greater strength, confidence and satisfaction and joy of achievement.

Another criteria for evaluation of demonstration is provided by the observation schedule some sort of observations schedule must he drawn up before the demonstration is held and should be supplemented by significant points or questions noted during the demonstration process. Demonstration can be more useful if it is coordinated with other techniques of supervision and teacher development.

The success of the workshop or group study can be judged by the extent to, which (i) a variety of the activities have been under taken, such as work, reaction, collective thinking, mutual discussion and social living, etc. (ii) leadership has been shared, the official leaders remaining in the back-ground, (iii) the means of communication between the members have been maintained to achieve common ideas, interest and attitude, (iv) the group ideals, beliefs, and actions become harmonised and integrated, (v) the solutions arrived useful and usable (vi) the influence of the workshop" extends beyond the participants in improving school practices and school - community relationships, (vii) each number has been involved and she participated to his fullest capacity in

opening the workshop and establishing policies and procedures, (viii) each member has become a more mature person in through and action (ix) each member goes back with satisfying experiences.

In sum, it can be said that workshop should be well planned, organised and cooperative. The goals, plans and programmes should be arrived at by group deliberations and discussions in each individual participates and consensus is achieved. Follow - up activities are undertaken enthusiasm and confidence.

#### 2.2.4 Suggested Books

1. Barr, Burton and Brucker : Supervision
2. Jagan Nath Mahan : Educational Administration and Supervision
3. R. P. Bhatanagar : Educational Supervision
4. S. N. Mukerrji : Administration of Education, Planning and Finance.
5. Y.P. Aggarwal : Educational Management Planning and Administration (2007)
- M.S. Sachdeva  
Manjit Kaur
6. ਡਾ. ਬੂਟਾ ਸਿੰਘ ਸੇਖੋਂ : ਸਿੱਖਿਆ ਪ੍ਰਬੰਧ, ਪ੍ਰਸ਼ਾਸਨ ਅਤੇ ਯੋਜਨਾਬੰਦੀ  
ਡਾ. ਮਨਜੀਤ ਕੌਰ

#### 2.2.5 Suggested Questions

1. Enlist different techniques of Supervision and discuss the 'Demonstration Technique' in detail.
2. How will you proceed to evaluate the effectiveness of 'Workshop Technique' of Supervision?

**HUMANISM IN SUPERVISION, QUALITIES OF SUPERVISION**  
**DEFECTS IN EXISTING SYSTEM OF SUPERVISION &**  
**SUGGESTIONS FOR IMPROVEMENT**

**Structure of the Lesson**

- 2.3.0 Objectives
- 2.3.1 Introduction
- 2.3.2 Importance of Humanism in Supervision
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- 2.3.3 Changing Concepts of Educational Supervision
  - 2.3.3.1 Drawback & defects of present-day supervision of instructional programme
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  - 2.3.3.3 Suggestions for improving supervision
- 2.3.4 Qualities of Supervisor
- 2.3.5 Difference between Supervision & Inspection
- 2.3.6 Summary
- 2.3.7 Suggested Questions
- 2.3.8 Suggested Books

**2.3.0 Objectives :**

1. To acquaint the students with the importance of Humanism in supervision.
2. To Impart knowledge regarding the changing concepts of educational supervision.
3. To educate them about the qualities of a good supervisor.
4. To explain them the difference between supervision & inspection.

**2.3.1 Introduction :**

Problems of human relationship are as old as mankind. Like the rest of society and its other organizations, the school also are troubled by upheavals. Students are restless, and there are many instances these days showing lack of harmony in administration. Teachers, through association and collective bargaining are demanding better salaries, better working conditions and greater material rewards, Parents criticize school, some supporting changes in school and others opposing changes.

**2.3.2 Importance of Humanism in Supervision :**

An administrator's relationships with other staff are crucial in achieving the goals of education. There are three reasons why administrative relationship have far teaching effects in education.

First, an administration in a school helps to achieve the goals of educational enterprise through other people, school principles or supervisors do not ordinarily undertake directly the work that needs to be done. Administrators plan, stimulate, coordinate, direct and evaluate the work of other people if he or she to be effective.

The second reason is that human relationship very much influence personality development. Within the limits imposed by heredity, a person becomes what he is largely as a result of the kind of relationship he or she with other people.

Besides family, school is the institution which has the most powerful effect upon the development of personality of children. A child spends a substantial amount of time in school. Both direct and indirect evidence indicates that the school is indeed, a powerful influence in the personality development of each child. So is the case with teachers, their professional development and their morale.

Human relationships are important for third reason also. They are not merely a means; they are an end themselves. We human beings need each other. We need not only another's services, we also need each other as persons and because we need each other no one is replaceable. Supervisors, therefore, need teacher and teachers need supervisors for healthy mental, professional and organizational development.

### **2.3.2.1 RELATIONSHIP BETWEEN TEACHERS AND SUPERVISORS**

The supervisor should treat the staff with sympathy. He should show his readiness to help. He should show tolerance and broad mindness. He should behave as a guide and not as a detective. He should leave the ago-old tradition of checking his teachers, frightening members of his staff, weakening the teacher, doubting and supervising them as an authoritative head. Instead, he should provide opportunities to train them by deputing from various assignments and inspiring them to work. This way he would create and develop professional morale among staff of the school. He should follow the following principles in his relations with the staff.

#### **(i) The Principle of Equality**

The supervisor should consider his colleagues as equals. The principle of equality should be observed by him and he should treat and address them as equals rather than subordinates. He should respect their personality and have friendly communication with them. He should shun the shackles of false prestige and share work with them. He should participate in teaching and also participate in co-curricular activities of the school, taking active interest.

He should conduct staff-meetings, keeping in mind the dignity of other teachers. He should allow every member to express his views fearlessly and should see that nobody monopolises the discussion. He should respect the opinions of others. He should not take any hasty decision nor ignore what other say. He should not make a show that he is all powerful or is expert in every subject. When opposed by any member of the staff, he need not feel offended. Instead, he should behave as an elderly friend and guide and try to convince them by persuasion. He should allow free flow of ideas and encourage frank discussion. An atmosphere of cheerfulness should prevail while conducting discussion.

#### **(ii) The Principle of Consultation**

The principle of consultation is of very great importance for supervisors for establishing and maintaining human relations in the school. In olden days he was the only person to take decisions, frame rules issue orders and expect compliance from teachers. But this type of bossism affects human relations adversely and creates a gulf between the supervisor and the staff. This would not make the staff feel responsible or make them accomplish the tasks order by the supervisor.

In order to secure willing and complete cooperation from the staff, the supervisor should consult the members of staff frequently, individually or in a group. He should decide importance matters of the school in staff-meeting, seek their cooperation, sheer his burden or responsibilities with them and get work out of them. Also he should give enough opportunities to his staff for the expression of their views and giving suggestions. The school policy and programmes must be framed by them jointly and executed by the supervisor properly.

The supervisor should study the potentialities of all the staff members and assign the work-responsibilities on the basis of their previous experience, achievements, ability, aptitudes and interests. Thus only he will be able to utilize man power resources in the best possible manner and get maximum benefit of special capabilities of his teachers.

### **(iii) The Principle of Individual Differences**

The principle of individual difference should be taken into consideration, while dealings with different persons-teachers, students, parents etc. No two persons are similar and therefore every teacher is not capable of doing every task, nor can everyone work equally well. The principle of distribution of work should be put into practice by supervisors.

How to promote good Relations between Teaching and Supervisory Staff

Supervisors as well as teachers will have to make deliberate efforts for promoting good relationship in the school. They should be careful about and conscious of the following aspects for promoting good relationships :

#### **2.3.2.2 How to promote good Relations between Teaching and Supervisory Staff?**

##### **(i) Relationship Spoilers**

Some comments or response, which diminish the other's self-esteem, tend to trigger defensiveness, resistance and resentment. They are roadblocks in interpersonal relationship. They reduce the likelihood that the other person will constructively express his / her true feelings. These undersirable responses include :

Criticising : Making a negative of the other person, his actions or attitudes; Namecalling;

Ordering	:	"You should be here right at 9.00 a.m. sharp, and nine means nine."
Threatening	:	Do you think you will be your increment like that ?
Diverting	:	Pushing the other's problems aside through distraction etc.

The expression mentioned above should be avoided.

### **(ii) Listening**

Supervisors usually speak more and listen less, it is important to note the distinction between hearing and listening. Sometimes we hear but don't listen. How frustrating it can do to heard accurately by some one who isn't listening with understanding. There are three skill clusters attending skills, following skills, and reflecting skills which are all important.

### **(iii) Removing Misunderstanding**

One person can see or hear another person's behaviour. The thought and / or feelings can only be guessed at. For example, a supervisor spoke to his scholar and said. "You've got to start getting serious. You're just on board like the rest of the lot." As often happens, what was meant not what was received. The (coding putting his feelings and / or thoughts into words and / or actions) and the decoding process of that comment went follows"

HOW MEANT

You have to hurry  
up in your activities  
to come closer to others

HOW SENT

"You've got to start  
getting serious. You  
are just not on board  
like the rest of the lot."

HOW RECEIVED

"He doesn't think I'm  
right and efficient."

Our tendency to decode another's message - inaccurately leads to needless, misunderstanding on both sides. In the above situation, the supervisor could have, clarified the communication problem by using reflecting skills.

**(iv) Assertion**

Virtually all creatures use variety of defending tactics which fall into one of the two basic categories - fight or flight. Only humans have a third option verbal assertion. There are effective and ineffective ways of verbally confronting others. One of the most effective methods of confronting is the third assertion message with its non-blaming description of behaviour, disclosure of feelings and clarification of the tangible effect the other's behavior has on the asserter's life.

**(v) Resolving Conflicts**

In conflict there may be opposing needs, goals or values or conflict may stem from ignorance, error, prejudice, poor organizational structure, displaced hostility or the need for tension release. Conflict can be prevented or controlled by utilizing the personal and group presentation and control methods. Efforts to repress conflict by denial, avoidance, capitulation or domination, only postpones the conflict and make the rupture more difficult to mend. During a conflict resolution method : treat the other with respect, listen and restate to the other's satisfaction and briefly state your point of view.

**2.3.3 CHANGING CONCEPTS OF EDUCATIONAL SUPERVISION**

Modern Supervision is based on the systematic study and analysis of the entire teaching learning situation. The emphasis is on helping the teacher to do job better and to get over the difficulties that stand in the way. The effective supervision may be responsible for an improved curriculum, better instructional materials, better textbooks and equipment, better methods of teaching, better study habits and increases pupil interest.

**2.3.3.1 Drawbacks and defects of present-day Supervision of Instructional Programme :**

There are numerous drawbacks and defects in the present-day supervision of instructional programme. Before discussing the changing concept of educational supervision, it may be better to see and understand the prevalent defects in supervision. The school inspection is highly.

1. There is rapid growth of schools in our country. While educational institutions have multiplied tremendously, there is no proportionate expansion of supervisory service. The education officers hardly find any time to visit the school.
2. The routine work of inspectors has increases so greatly in recent years the that little time is left with them for supervision and guidance. They do not find time to visit schools.
3. The inspector, instead of acting as a helping hand and guide, acts as an Officer. He adopts critical and fault finding attitude. The inspection and supervision has become more or less a mechanical process.
4. The appointment procedure of inspectors is defective. They are appointed on the basis of seniority, not on the criterion of suitability and merit. In fact, supervision is a specialized job and everybody is not competent and fit for it. Only persons with insight, originality, vision and initiative should be appointed as inspectors.
5. All types of schools are inspected by the same inspector. No inspector can check the teaching of all the subjects in the school. Real inspection warrants the services of subject experts who can supervise subject teaching. In Punjab subject, specialists have been provided to the District Education Officers for the subject of science and physical education. But, keeping in view the number for the subject of science and physical education. But, keeping in view the number of schools in a district, these specialists are too inadequate to do justice to this job.
6. There is no uniform system of inspection. Sometimes, it is held a year and sometimes only once in many years. The inspector has to many school under his charge that he cannot make a definite plan. The inspectors are over-burdened with other administrative assignments.
7. There is little arrangement for the follow-up of inspection. The implementation of suggestions and advice is seldom ensured. The impact of inspections remains unknown.

The Secondary Education Commission (1950-53) pointed out the following drawbacks in the supervision and inspection of school.

- (i) Inspections were perfunctory.
- (ii) The time-spent by the inspector at any particular place was insufficient.
- (iii) The greater part of this time was taken up by routine work, like checking accounts and looking into the administration of the school.
- (iv) There was not enough time devoted to the academic side and contacts between the inspectors and teacher were casual.
- (v) The number of school entrusted to the care of an inspector was too large and the range too wide for him to be able to acquaint himself with their work and appreciate their problems; nor was he in a position to advise and guide the teaching staff in improving the work of the schools.
- (vi) The inspector, instead of being a friend, philosopher and guide of the school believed in such a critical and unsympathetic way that his visit was looked upon with some degree of apprehension, if not with resentment.

The Indian Education Commission (1964-66) made the following observations about the sad state of affairs of inspection.

- (i) The large expansion in the number of institutions, which has not been accompanied by a corresponding increase in the number of inspecting officers.
- (ii) The combination of administrative and supervisory functions in the same office which affects supervision adversely because administrative work, which has increased greatly in recent years, always has a priority.
- (iii) Continuance of old techniques to supervision oriented, to control rather than to develop, and
- (iv) Lack of adequate competence in the inspecting staff.

This shows that there is no effective supervision in school. Even today, the concept of inspection is there. But, with the new trends in education, we have to change the pattern of inspection and supervision. Let us see the new trend in the field of education supervision and inspection in our country.

### **2.3.3.2 Modern concept of Supervision:**

- 1. *Change in nomenclature* :** In many states, the designations of Assistant District Inspector, District Inspector-and Divisional Inspector have been changed to Block Education officers respectively. This speaks of a healthy trend of the leadership role which education officer have to occupy in educational matters. They are not only to inspect, but if the very term 'inspector' which seems to have a bad connotation being associated with police Inspectors, changes into school Advisor's or school Visitors"

The Secondary Education Commission observed. "In our view, the true role of an inspector for whom we would prefer the term Educational Advisor is to study the problem of each school, to take a comprehensive side-view of all its functions and to help the teachers carry out his advise and recommendations."

- 2. *Separation of Administration from supervision and inspection* :** In certain states, academic and administrative functions have been bifurcated. Separate officers are responsible for other administrative duties. The Kothari Commission has also recommended for the separation of administration from supervision.
- 3. *Modern Supervision is Creative and constructive rather than cynical* :** Creative supervision provides and opportunity for each teacher and each Child in school system to grow through the exercise of his talent and abilities under expert professional encouragement and guidance. Supervision is to be constructive. Teachers are to be free to grow professionally to develop their talents and abilities under expert guidance. The supervisor, by his personal example of profession competence and growth, stimulates and inspires, by his personal example of profession competence and growth, stimulates and inspires, by his personal example of profession competence and growth, stimulates and inspires the teachers. His criticism, if any is also constructive.
- 4. *Modern Supervision is democratic* :** There is complete absence of authoritarian attitude in the modern supervision. It provides leadership of a democratic type. The teacher has

the freedom to think independently and exercise initiative. The supervisor uses his work the devices of advisor, guide, co-worker and helper of the teacher.

5. **Modern supervision provides educational leadership :** The supervisors are supposed to be expert and specialists. They have guide and advise the teacher to do better and improve professionally. The supervisor is supposed to be in touch with the latest experiments and innovations in the field of education and it is his duty to communicate the same to the teachers in field.
6. **Modern supervision is carried out in scientific way :** Supervision is considered as a technical and methodical job. Subjectivity is being replaced by objectivity, and judicious approach. This concept is an out growth of the scientific movement in education. The scientific concept leads to the gathering and study of data in order to the present theories in educational practice and to develop new hypotheses. Good supervision leads to positive result in the form of educational standards, better teaching and pupils growth.
7. **Modern Supervision is co-ordinating and integrating in nature :** The supervisory service is a co-ordinating agency which collects all good traditions, practices programmes, experiences, experiments and educational projects from various institutions and disburses them onward to other institutions. This agency of supervision acts as an exchange for the dissemination of professional information and practice. It integrates the educational programmes of the area for inter-school improvement.

**Modern supervision employs a variety of new devices :** Supervision is increasingly professional. New supervisory devices like seminars, meetings, conferences, sturdy groups, workshops are becoming highly popular. Exchange of idea and experiences between the teachers is encouraged. Teaching techniques are improved through researches and experiments.

#### **2.3.3.3 Suggestions for improving Supervision :**

1. **Expansion of the Supervisory Service :** Keeping in view the huge expansion of education after independence, it is urgently needs

that the supervisory services are strengthened and expanded proportionately.

2. ***Frequency of Inspection and Follow-up Work*** : In order to bring efficiency in school, It is suggested that more visits and inspections may become a regular phenomenon.
3. ***Selection and Training of Supervisors*** : The selection of supervisors should be made very judiciously. Only suitable persons should be selected for this job. These officers should reoriented frequently through refresher courses workshops and seminars.
4. ***Improving the Method of Supervision*** : A scientific procedure should be evolved and then improved further in the light of experiences. Academic circulars, order instructions and new suggestions should be sent to the superiors regularly.
5. ***Redefining the Process of Supervision*** : There is an urgent need for redefining the various aspects of supervision. Only those teachers who posses special qualities, scholarship, professional competence and experience should take up the job.
6. ***Supervisor's Contacts with the Teachers*** : The supervisor should establish contact with teacher by holding meeting with them for discussing their difficulties and inviting their suggestions for the improvement of instruction. Teachers get-to-gathers may be planned periodically for discussing common problems. Educational conference may also be organized.
7. ***Promoting Professional Growth*** : Efforts should be made to promote the professional growth of teachers. Demonstration lesson should be arranged. The supervisor should himself give model lessons in the presence of teachers he should also provide opportunities to teachers for inter school visitation. Some special bulletin should be started to highlight the achievements of various schools and individual teachers. Suitable literature should be supplied to the teachers so that they may enrich themselves professionally.
8. ***Subject Specialists and Panel Inspection*** : It is not possible for a single supervisor to check the instruction being

imparted in all the subjects. Subjects specialists should be appointed at the district head quarters to assist the District Education Officers. These specialists should pre-plan their programme for supervisors and suggestion improvements for their respective subjects. There should be a term of supervisors to inspect the school. This innovation has already been tried in certain states.

9. **School Complexes** : One of the weakness of the existing educational system is its rigidity which practically denies freedom for experimentation to teachers and institutions. What is needed is a decentralised approach and the school complex seems to be the only remedy. This will break the isolation under which each school functions at present. It will enable a small group of schools, working in a neighbourhood, to make a co-operative effort to improve educational standards. It has a good potential for planning and supervision.
10. **Co-ordination** : Proper co-ordination should be made between the various supervisors, subject experts and headmasters in order to arrive at the real nature of the problem. All the agencies involved in the improvement of instruction should work in close co-operation and co-ordination.

#### **2.3.4 Qualities of a Supervisor :**

To comprehend clearly the latest trend in the field of supervision and inspection, it is essential to know in brief the different role that the modern educational supervision is supposed to play.

1. **An Educational Leader** : A supervisor is considered as the true educational leader. He should act as guide, friend and philosopher of the teachers.
2. **A student of Educational Administration** : He should be able to understand the problem of teachers and tackle them in a suitable manner.

3. **A Liaison Officer** : He should act as a liaison office. He has to keep public relations with teachers, headmasters; and the public in order to carry out his functions effectively.
4. **A Social Engineer** : An educational supervisor is a social engineer, for he has to work for the betterment of human relationship in the school and community. He should help teachers build public relations.
5. **An Extension Educator** : He should serve as an extension educator providing educational facilities to acquire knowledge. He should disseminate experimental findings and research results to teachers. He should help them conduct action, research and experimental projects.
6. **A Researcher** : The supervisor should conduct researches on educational problems to find out scientific solutions.
7. **An Evaluator** : The inspector or supervisor should be a master of new techniques in order to evaluate teachers objectively. He should also be able to evaluate teachers objectively. He should also be able to evaluate his own work.
8. **An Administrative Officer**: the inspector should be a good administrator who is able to supervise the administrative aspects of school effectively.
9. **A Good Accounts Office** : The supervisor should be good at accounts. He should be able to check the accounts of the institutions properly.

Thus, the educational supervisor has to play numerous role in the performance of his duties. He should really be a man of vision and should possess the following qualities,

- He should possess progressive outlook
- He should be an experimenter, innovator and initiator of the new ideas.
- He should be a good planner.
- He should be an expert in various subjects and fields.

- He should be a good organizer.
- He should possess a constructive and sympathetic attitude.
- He should be in a position to understand the problems of teachers.

### **2.3.5 Difference between Supervision and Inspection :**

Supervision and inspection are considered to be two different terms. Some authors feel that these two are quite apart from each other. In reality, these two terms are very near to each other.

The word 'inspection' is very current in the administration of education, but it refers to an autocratic way of doing things. Those assigned the duties of inspection are designated as inspectors. They used to be Assistant District Inspector of Schools, District Inspector of Schools, Divisional Inspector of School etc. In most of the states, these designations have been replaced by Block or Tehsil Education Officer, Deputy District Education Officer, District Education Officer, Circle Education Officer etc. In the democratic age, we need democratic ways of handling things. Dr. Zakir Hussain Committee substituted the word 'Supervision for Inspectors'.

Whereas supervision refers to guidance and help in the task of academic activities i.e. teaching and learning in the organization of co-curricular and extra curricular activities, examinations, syllabi, books etc. inspection refers to checking registers, accounts, expenditures, buildings, furniture, complaints, transfers and appointments of teachers and other personnel. In short, supervision is an Academic activity and Inspection is an Administration activity.

### **2.3.6 Summary :**

Good better and best' human relationship need be the basis of every educational institution. Let better human relationship be the be-all and end all of every educational institution. Then and then only they will be said to have served the real purpose Modern Supervision is based on the systematic study drawbacks and defects in the present day. Supervision of instructional programmer, which can be remedied by using the way and means discussed. The supervisor holds a key position in the educational set up of today. He can do his duties nicely if he possesses some unique qualities. Supervision and inspection are considered to be two different terms. These two terms are very near and very close to each other and use interchangeably.

**2.3.7 Suggested Questions**

- Q.1. Discuss the importance of Humanism in Supervision.
- Q.2. Describe the changing concept of supervision.
- Q.3. Explain the present day supervision of instructional programme in school.
- Q.4. To Enumerate the principle on which effects supervision is based.
- Q.5. How to promote Relationship between teaching and supervision staff? Discuss.
- Q.6. Describe the qualities of a good Supervisor.
- Q.7. Distinguish between supervision and inspection.

**2.3.8 Suggested Readings**

- 1. Barr. Burton and Brucker : Supervision
- 2. Kendel : Type of Administrations
- 3. Lulla, B.P. and Murty, S.K. : Essentials in Education Administration
- 4. Cuton J. : Supervision in Today, Elementary School.
- 5. Mukerji, S.N. : Administration and Supervision in Secondary School.
- 6. Shukla, K.K. : Inspection and Supervision in Secondary School.
- 7. Report of the Secondary Education Commission (1953).
- 8. Report of the Education Commission (1964-66)

**Lesson No. 2.4**

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**SWOT Analysis**

**Structure of the Lesson:**

- 2.4.1 Objectives
- 2.4.2 Meaning and definitions of SWOT analysis
- 2.4.3 Elements of SWOT analysis
- 2.4.4 Steps for conducting a SWOT analysis
- 2.4.5 Advantages of SWOT analysis
- 2.4.6 Limitations of SWOT analysis
- 2.4.7 Summary
- 2.4.8 Suggested Questions
- 2.4.9 Suggested Readings and Web Resources

**2.4.1 Objectives**

After going through this lesson learners will be able to:

- (i) define SWOT analysis
- (ii) define the elements of SWOT analysis
- (iii) explain the steps of SWOT analysis
- (iv) explain the advantages of SWOT analysis
- (v) write down the limitations of SWOT analysis

**2.4.2 Meaning and definitions of SWOT analysis**

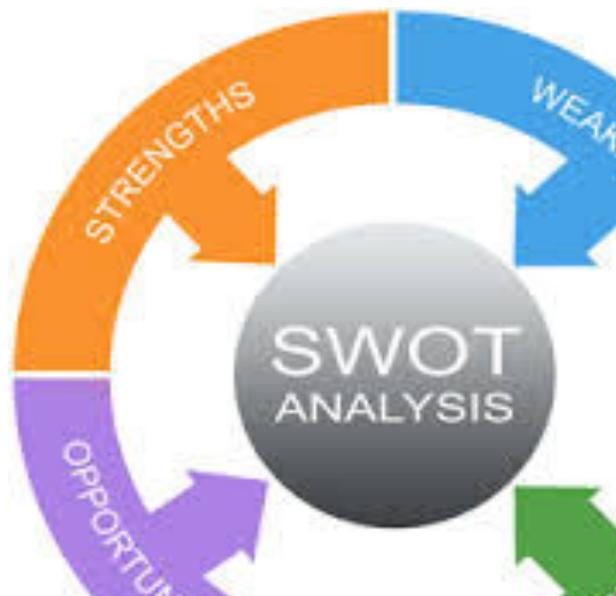
The origins of the SWOT analysis technique is credited by Albert Humphrey, who led a research project at Stanford University in the 1960s and 1970s using data from many top companies. The goal was to identify why corporate planning failed. The resulting research identified a number of key areas and the tool used to explore each of the critical areas was called SOFT analysis. Humphrey and the original research team used the categories “What is good in the present is Satisfactory, good in the future is an Opportunity; bad in the present is a Fault and bad in the future is a Threat.”

The organization’s mission is to develop the best strategies by exploiting an organization’s opportunities and strengths while neutralizing its threats and

avoiding its weaknesses. Strategies that do not exploit an organization's opportunities and strengths that do not neutralize organization's threats and do not avoid its weaknesses are not able to improve its performance (Barney and Griffin, 1992).

SWOT analysis is a process to generate information that is helpful in matching group's goals, programs, and capacities to the social environment in which it operates

SWOT analysis stands for strengths, weakness, opportunities and threats.



### **2.4.3 Elements of SWOT analysis**

A SWOT analysis focuses on Strength, Weaknesses, Opportunities and threats

Below is an option for structuring SWOT analysis, which may be appropriate for a larger initiative that requires detail planning. This "TOWS Matrix" is adapted from Fred David's Strategic Management text.

	<b>Strengths</b>	<b>Weakness</b>
<b>Opportunity</b>	<p>Opportunity- Strengths (OS) strategies</p> <p>Use the strengths to take advantages of Opportunities</p>	<p>Opportunity -Weakness (OW) strategies</p> <p>Overcome weaknesses by taking advantages of opportunities</p>
<b>Threats</b>	<p>Threats –Strengths (TS) strategies</p> <p>Use Strengths to avoid Threats</p>	<p>Threats – Weakness (TW) strategies</p> <p>Minimize Weaknesses and avoid Threats</p>

#### **2.4.4 Steps for conducting a SWOT analysis**

The following steps must be follow for any project / assignment for SWOT analysis:

- a. Select a leader or group facilitator who has good listening and group process skills, and who can keep things moving and on track.
- b. Select a recorder to back up the leader if your group is large.
- c. Introduce the SWOT method and its purpose in your group. This can be as simple as asking, "Where are we, where can we go?" If you have time, you could give a quick example based on a shared experience. Depending on the nature of your group and the time available, let all participants introduce themselves. Then divide your group into smaller groups.
  - (i) The size of these smaller groups depends on the size of your entire group – breakout groups can range from three to ten. If the size gets much larger, some members may not participate.
- d. Have each group select a recorder. Direct them to create a SWOT analysis in the format you choose-a chart, columns, a matrix, or even a page for each quality.

- (i) Give the groups 20-30 minutes to brainstorm and fill out their own strengths, weakness, opportunities and threats chart for your program, initiative or effort. Support them not to rule out any ideas at this stage, or the next.
  - (ii) Tell again groups that the way to have a good idea is to have lots of ideas. Modification can come later. In this way, the SWOT analysis also supports valuable discussion within your group as you honestly assess.
  - (iii) It helps to generate lots of comments about your program, and even to put them in multiple categories if that provokes thought.
  - (iv) Once a list has been generated, it helps to refine it to the best 10 or fewer points so that the analysis can be truly useful.
- e. Gather information from the groups, recording on the flip-chart or board. Collect and organize the differing groups' ideas and perceptions.
- (i) Continue in S-W-O-T order, recording strengths first, weaknesses second, etc.
  - (ii) Or you can begin by calling for the top priorities in each category - the strongest strength, most dangerous weakness, biggest opportunity, worst threat--and continue to work across each category.
  - (iii) Ask one group at a time to report ("Group A, what do you see as strengths?") You can vary which group begins the report so a certain group isn't always left "bringing up the end" and repeating points made by others. ("Group B, let's start with you for weaknesses.")
  - (iv) Or, you can open the floor to all groups ("What strengths have you noted?") for each category until all have contributed what they think is needed.
- f. Discuss and record the results. Depending on your time frame and purpose:
- a. Come to some consensus about the most important items in each category
  - b. Relate the analysis to your vision, mission, and goals
  - c. Translate the analysis to action plans and strategies
- g. If appropriate, prepare a written summary of the SWOT analysis to share with participants for continued use in planning and implementation.

#### **2.4.5 Advantages of SWOT analysis**

The advantages of SWOT analysis are as follows:

- i) SWOT helps to structure basic information on projects/assignment.

- ii) SWOT is basically only an analytical framework of the internal and external factors.
- iii) SWOT helps to explain strategic options.
- iv) SWOT facilitates a common understanding of the reality among different working area.
- v) SWOT analysis is most effective and objective way to determine how a group work, when it comes to surviving 'threats' and capitalising on 'Opportunities'

#### **2.4.6 Limitations of SWOT analysis**

The limitations of SWOT analysis are as follows:

- i) The way SWOT analysis is often conducted does not allow proper communication, discussion, and verification of all external and internal factors proposed by all involved.
- ii) In some cases, SWOT results prove a less reliable input to the strategy generation process.
- iii) SWOT can be cause of what is considered an unnecessary formalization of the strategy making process.
- iv) SWOT inventories are rarely modified for alternative strategy options.

#### **2.4.7 Summary**

A realistic recognition of the weaknesses and threats that exist for your effort is the first step to countering them with a robust set of strategies that build upon strengths and Opportunities. A SWOT analysis identifies your strengths, weakness, opportunities and threats to assist you in making plans and decisions.

#### **2.4.8 Suggested Questions**

- Q1 : What do you mean by SWOT analysis?
- Q2 : What are the elements of SWOT analysis?
- Q3 : Explain in detail the steps of SWOT analysis.
- Q4: What are the advantages of SWOT analysis?
- Q5: Write down the limitations of SWOT analysis.

#### **2.4.9 Suggested Readings and Web Resources**

David, F. (1993). *Strategic Management*, 4th Ed. New York, NY: Macmillan Publishing Company.

Jones, B. (1990). *Neighborhood Planning: A Guide for Citizens and Planners*. Chicago and Washington, DC: Planners Press, American Planning Association.

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## **SUPERVISION AS EDUCATIONAL LEADERSHIP**

### **Structure :**

#### **2.5.0 Objectives**

#### **2.5.1 Introduction**

#### **2.5.2 Who is Leader ?**

##### **2.5.2.1 Characteristics of a Good Leader**

##### **2.5.2.2 Nature of Leadership**

##### **2.5.2.3 Objectives**

#### **2.5.3 Supervision & Leadership**

#### **2.5.4 Development of Leadership qualities among students & teachers**

#### **2.5.5 Summary**

#### **2.5.6 Suggested Questions**

#### **2.5.7 Suggested Readings**

#### **2.5.0 Objectives**

1. To acquaint the students with concept of Leadership.
2. To educate them about the qualities of a good leader.
3. To Impact knowledge regarding the concept of supervision as leadership.
4. To explain them the means to develop leadership qualities.

#### **2.5.1 Introduction**

Leadership is of unique importance in every educational institution. In fact, its whole climate, good or bad, depends upon its leadership. The purpose behind the establishment of an educational institution is to imbibe the qualities of leadership in others. The hard fact, therefore, remains that the head of the institution is expected to play his role of leadership in such a way that it develops qualities of leadership in the teachers and then the teachers in their mini kingdoms (class rooms) act in ways which imbibe the qualities of leadership in the learners. Every educational institution, thus, is a centre for the training of leadership.

### **2.5.2 Who is a Leader?**

A person who is able to lead others and is also to make others follow him is called a leader. A leader is able to take initiative and takes decisions of his own. A leader has qualities of mind and body, of character and personality. Such a person provides effective guidance to a group of people and helps them in achieving the objectives. In the words of Andre Mauaois. "A leader is a person who leads others. Men can usefully undertake and properly accomplish a common task only when one of them continuously directs the activities of all towards the same end. He is the leader".

In our country, generally people misunderstand the word leader. It is associated with politics. That is a wrong notion. We should think of it in a wider sense. In fact, leadership is a necessity in different life situations. Without proper and dynamic leadership, it is not possible to achieve the desired objectives. A leader should, therefore, be a leader in the true sense of the word.

Leadership has to be effective. Then and then only the real purposes behind it can be achieved. Setting up of goals and their achievement both are important. Both are done by a leader.

According to Tacitus, "Reason and judgement are the qualities of a leader." Witten Bynner says, "A leader is best when people barely know that he exists". Mathew is perfectly right when he says, "If the blind leads the blind, both shall fall into the ditch".

According to Good's dictionary of education, "Leadership is the ability and readiness to inspire, guide, direct or manage others". According to Lapiere and Farmsworth, "Leadership is a behavior that affects the behavior of other people more than their behavior affects that of the leader".

According to Pigor's definition, "Leadership is a concept applied to the personality environment relation to describe the situation when a personality is so placed in environment that his well feeling, and insight direct and control others in the pursuit of a common cause".

Leadership is a process of influencing the activities of an organized group in the tasks of goal setting and achieving. According to Bartky and Ralph M. Stoghill. Terry (1960), "Leadership is the activity of influencing people to strive willingly for group objectives". Franklin (1951) defines it "as a process whereby an individual directs, guides, influences or controls the thoughts, feelings, or behavior of other human beings." Halpin (1950) describes leadership behavior "as a complex social phenomenon that cannot be treated meaningfully apart from related situational factors". Schein (1985) defines, "Leadership as the ability to manage change in organizational culture".

In the words of Knezevich, "The leader is perceived as a kind of a Knight on a white horse and described as being larger in physical size, stronger, more intelligent, more cultured, more cultured and more impressive than you or I or any other of his followers. The longing of followers for security and dependence is satisfied through the development of such a symbol".

### **2.5.2.1 Characteristics of a Good Leader**

Leaders vary from situation to situation and from one organization to another. A religious leader is different from a political leader and an educational leader is further different. According to Tead (1935), there are ten qualities that are essential for effective leadership. Physical and mental energy, a sense of purpose and direction, enthusiasm, friendliness and action, integrity, technical mastery, decisiveness, intelligence, teaching skill and faith. Bernard (1938) lists the following traits or qualities Physique, skill, technology, perception, knowledge, memory, imagination, determination, persistence, endurance and courage. Someone may put determination, persistence, endurance and courage. Someone may put up another list. Generally, a leader is expected to possess the following qualities :

- (i) **Good at Decision Making** : One of the main duties of the leader is to take decisions. He is able to decide judiciously, impartially and quickly as well with his ability of decision making, he is able to win the applause of every one. On the other hand, if the head of an organization is of hesitant type and is not good in decision making, is a slur on the fair name of the organization.
- (ii) **Bold and Courageous** : The leader is a bold and courageous person. He is not cowed down by the problems all around. He is able to steer clear out of every thing. He is able to take stern action against the erring officials.
- (iii) **Forceful** : The leader has the quality of forcefulness. He is forceful and effective. What he says, he always means that, whatever he orders, is done.
- (iv) **A True Leader** : He is a leader in the true sense of the word. In every work, he leads others. He works hard and is a living example of hard working before others.
- (v) **Mastery of the Routine Work** : A good leader has a complete mastery of the work he is expected to do. Without a mastery of the profession, he will fail to plan, lead and direct well.
- (vi) **Clarity of Vision** : The leader has clarity of vision. He knows well the different objectives and understands fully the procedures to be

adopted to achieve those goals. He is very clear about everything. Only a man with clarity of vision is able to show good leadership to others.

- (vii) **Good at Human Relations** : A good leader has a human touch in whatever he does. He treats others, especially the followers, from human point of view. He does not depend too much on his formal authority. A contact with him imbues in others good qualities of head and heart. His approach to different problems is always human.
- (viii) **Farsightedness** : A leader has the quality of farsightedness. He is able to think before hand the future problems. By his farsightedness, he is ever ready to combat the problem rightly and effectively.
- (ix) **A Man of Character** : The leader is a man of character. He is far above vices like gambling, drinking etc. He is a man of high integrity. In this context, C. Rajagopal Acharya says, "Character is as important for administration as sun light is to every form of life".
- (x) **A Man of Self-Confidence** : The leader is full of self-confidence. He believes strongly in whatever he does. He never loses self-control in the hours of difficulties. He is always sure of steering clear out of problematic situations.
- (xi) **Good at Communication** : The leader is expected to give directions and commands. So he should be able to issue instructions systematically. In fact, the smooth running of the institution depends upon the skill of communication that strengthens the ties of the leader with the followers.

Thus there are a large number of qualities of a good leader which can hardly be counted. All these qualities are seen in almost every normal human being. The difference lies in the fact that some are able to make use of these characteristics in different life situations and become well known while some others are shy type and remain hesitant in their use. So they do not come out as leaders.

### 2.5.2.2 Nature of Leadership

Leadership has the following characteristics

- (i) Leadership is an art.
- (ii) It is working with a group of people to achieve a common goal.
- (iii) It is an activity of persuading the people to co-operate in the achievement of common objectives.
- (iv) There is automatic existence of followers.
- (v) There is exemplary conduct by the leader.

(vi) The leader as well as the following has common interest.

### **2.5.2.3 Objectives of Leadership**

In the present day times, leadership is expected to attain the following objectives:

1. To define objectives and devise ways and means to achieve them.
2. To lead and help in achieving the desired goals.
3. To frame policies so as to achieve the goals effectively and in a minimum time.
4. To keep up the morals of the personnel.
5. To motivate others for achievement the best results.
6. To keep others committed to the desired objectives by creating a sense of participation.
7. To co-ordinate human efforts depending upon the type of organization.
8. To act as a mediator and thus maintain harmony among the members and keep peace in the organization.

**2.5.3 Supervision is Leadership :** Supervisor in the institution is the leader because school is a mini society where the administrator is expected to show true leadership to one and all concerned with the institution. He should be a leader in the true sense of the word. A true leader never passes orders to others. He has such qualities in him of which others are always envious. They always try to follow in his foot steps right earnestly. The true leader automatically attracts the followers who like iron filings are attracted towards the magnet. The leader with his optimistic philosophy of life and hence of his supervision keeps every one fully satisfied. In the capacity of a leader, the supervisor has to perform many types of duties a few out of which may not be of his choice. But still he cherishes them and he goes on running his supervision pleasantly. The true leader in the field of educational supervision is a well wisher of one and all without any type of partial behavior or partial treatment, favouritism etc. His heart-felt desires are always to see that his followers are not only able to acquire the qualities of leadership but are ahead of him.

“The leadership has to be bold.

The leadership has to be courageous.”

Supervision is undoubtedly an art. Every Tom, Dick and Harry cannot come out to be a successful supervisor. To run supervision is just like driving a car, or a bus or a railway engine. More so we can say that in this age of science and technology, it is just like driving an aeroplane. The driver or the supervisor

has to be bold and courageous. The firmness of his mind, strong will, quick decision and sharp intellect will make the supervisor purposefully effective.

The boldness and courageousness are the basic essentials in a successful supervisor. In the day today working of the educational institution, the supervisor is bound to face complex and intricate type of human behaviours reflected by the teachers, the students, the non-teaching staff and others. Meeting out the challenges posed by the modern group of human beings in the institution is the hard reality before the supervisor. He is expected to modify the behavior of the personnel supervisor. He is expected to modify the behavior of the personnel so as to make them the fit persons in the group to which they belong. Thus every rude or rough or disobeying teacher has to be set right. Every notorious or going astray student has to be put on the right track of life. For doing all this type of things, the supervisor has to operate the ills in the arena of social life around him. Axing the undesirable elements causes too much of agony and pain in the situations where the budding children have a misunderstanding that the supervisor will not harm them. The supervisor steers clear out of the arena of problems in his institution. Only a really bold and courageous person with his befitting leadership will come out to be successful in his true mission.

Bartky considers that, "An educational leader is always trying to get others to accept his decisions or his objectives or encouraging them to join him in some common purpose. His skill like that of any other leader, rests on his ability to make significant judgements and to encourage others to accept these judgments".

Leadership was once a simple affair but now it is becoming complicated day by day. A leader is born, he is not made is an old saying now. Undoubtedly, there may be some characteristics in a leader which he/she possesses through inheritance. But many other qualities are acquired by him through the situations and the environment.

#### **2.5.4 DEVELOPMENT OF LEADERSHIP QUALITIES AMONG STUDENTS AND TEACHERS**

Every educational institution serves multiple purposes in order to benefit the society. One of its purposes is development of leadership qualities among the students and teachers. The worth noting say sings about educational institutions are : 'As is the headmaster, so are the teachers' and 'As is the teacher, so are his students'. That means the headmaster of the school is the leader on whom depends the leadership qualities of teachers. The head provides suitable academic climate in the school which nurtures the teachers and through them the students.

A good leader is one who leads others in every way and in every situation of life. The head of the institution reaches on time and thus shows the way of punctuality to the staff; is honest and true by actions and deeds and thus paves way for his staff to follow the track beaten by him; displays simplicity of life and high thinking whereby his ulterior motive is to make his team of teaching faculty acquire those qualities. In the same way, the head of the school imbibes the qualities of leadership among the students through the classroom leaders i.e. the teachers of the school.

Ways and means for imbibing the qualities of leadership among the students :

The educational institutions generally adopt the following ways and means for imbibing the qualities of leadership among the students :

1. The teacher is a living example of leadership. Good teachers by virtue of their qualities like truth, honesty, sincerity, punctuality, regularity and hard work etc. can show good example to others. Generally, the students love to imitate their teachers.
2. The teacher uses questioning device in such a way that he inculcates in the students self-confidence and encouragement. For example, the teacher puts a question in the class and no student gets ready to answer it. In such a situation, the teacher tries to encourage them so that they are able to give the answer right or wrong. For wrong answer even, a good teacher has an encouraging attitude. His remarks are encouraging; he says that it is good they tried. He rectifies their wrong answer very tactfully without making them feel any type of complexes.
3. The teacher asks the students to put some question/questions. For this, rewards are given to the students.
4. Selecting a monitor for the class is an old tradition. That helps in imbibing the qualities of leadership in many ways and shouldering some responsibility.
5. Monitors may be selected for different subjects and for different activities of the school. Thus there will be training of leadership available for a large number of students.
6. Group work and its functioning may be popularized in the class rooms. For example, let us suppose there is a class of 60 students where majority of students have poor handwriting of English. Only 10 or 12 students have good hand writing and others have poor hand writing. The class may be divided into 10 groups where those 10 students who have good hand writing may be made the monitors. The different groups may be names as group 1,2,3...etc. or they may be named after the name of some great leader such at Nehru group, Gandhi group, Patel group etc. The different

groups sit group wise and the monitor of each group co-ordinates within the group. All the groups work directly under the guidance of the teacher.

Another example of group work is – in each group, the students may think of sentences of ‘active voice’ and write the same into their note books and they should change them into their ‘passive voice’. While doing so, the monitor acts as a guide and wherever they need the guidance of the teacher, he/she is available. This type of practice will give training of leadership to different students in different classroom situations. The teacher should ensure that each group works systematically and in a planned way. He also makes sure that good human relations are strengthened during the functioning of the groups.

### **2.5.5 Summary :**

A leader is a one who is able to lead others & is also able to make others follow him. A good leader is expected to possess qualities in mind & body, of character & personalities. Leadership is of unique importance in every educational institution. It is therefore essential to development to leadership qualities among the students and the teachers way and means for imbibing the qualities of leadership among the students are discussed.

### **2.5.6 Suggested Questions :**

- Q.1. Explain the concept of leadership ?
- Q.2. Discuss the qualities of a good leader.
- Q.3. Describe supervision as leadership.
- Q.4. What are the ways to develop qualities of leaders among student and teachers.

### **2.5.7 Suggested Readings :**

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**TOTAL QUALITY MANAGEMENT, NEED AND IMPORTANCE,  
STRATEGIES, MANAGEMENT OF TIME, QUALITY  
IMPROVEMENT ISSUES IN EDUCATION**

**Structure of the Lesson :**

- 2.6.1 Objectives
- 2.6.2 Introduction
- 2.6.3 Meaning and Definitions of Total Quality Management (TQM)
- 2.6.4 Need and Importance of Total Quality Management (TQM)
- 2.6.5 Strategies of Total Quality Management (TQM) in Education
- 2.6.6 Management of Time, Quality Improvement Issues in Education
- 2.6.7 Summary
- 2.6.8 Suggested Questions
- 2.6.9 Suggested Readings

**2.6.1 Objectives :** After going through this lesson, you will be able to :

- i. know the meaning of Total Quality Management (TQM).
- ii. explain the concept of Total Quality Management (TQM).
- iii. describe the strategies of Total Quality Management (TQM) in Education.
- iv. understand the management of time, quality improvement issues in education.

**2.6.1 Introduction :**

Many new changes have been brought out in the field of education as a result of which new techniques and ideas have been developed. The concept of total quality management has been introduced in the field of education. This term is mainly used in the field of trade and commerce. Now the same thing is made in practice in educational institutions. Every individual wants total quality in his life.

**2.6.3 Meaning and Definitions of Total Quality Management (TQM) :**

Generally, it can be stated that it is related to the management of any object in relation to its quality. There are some important definition which clears the meaning of TQM.

Saylor defined TQM as, "The Total Quality Management Philosophy provides an overall concept that fasters continuous improvement in an organization".

According to Goetsch and Davis, "Total Quality Management is an approach to improve the effectiveness and flexibility of business as a whole".

Now it can be stated that TQM is a source to be adopted by an institution which aims at bringing improvement in the services so as to the reach at the level of its quality. All members attached with this institution have to cooperate with each other as it is a collective process.

**2.6.4 Need and Improvement of Total Quality Management (TQM) :**

Total Quality Management (TQM) has emerged as an important issue in the present day age. It is of the utmost importance in each and every sector of life as each individual demands total quality. It is the duty of an educational institution to provide quality education for student. In these days, there has been a revolutionary change in the education in which several vocational courses have been introduced so, it becomes essential to provide quality education to students in the field of education.

1. Personality Development
2. Excellence in education
3. Effectiveness in teaching
4. People demand
5. For international identification
6. Control over wastage and stagnation
7. Effectiveness in teaching
8. Prevention of Problems related to education
9. Quality in work force.

Total quality management (TQM) is being used in the field of trade and commerce for several years. In the present day age, it has also been widespread in the field of education.

It is the duty of an educational institution to provide quality education for students. Today, there has been a revolutionary change in the education in which several vocational courses have been introduced instead of the traditional ones. So, it becomes highly essential to provide quality education to students in the field of education.

Following is the **need and importance** which determine the quality of total quality management in the field of education –

**1. People's Demand :** The parents and educationists in the present day age demand such education which provides quality for the students in educational institutions. It necessitates the needs of various demands of the public in general.

**2. Personality Development :** Practical knowledge is provided to the students instead of the mere cramming in the field of education. Total quality management plays an important role in personality development of individuals. It becomes essential to lay great emphasis on the qualitative education in the democratic nation like ours.

**3. For International Identification :** A great contribution is provided by the young generation in the economy of nation. Several avenues of employments are being provided at international level. So, it becomes more essential to have good quality level of educational institutions. It can be possible only if total quality management is incorporated in educational institutions for bringing desirable changes.

**4. Expectation of Educational Institutes :** It is the expectation of every educational institution that its students should progress at national and international levels. The motive of institution is to develop highest mental level of students which can be achieved only through total quality management of institutes.

**5. Control over wastage and stagnation :** Wastage and stagnation have emerged as major problems in the field of education. Several students generally leave their studies due to these problems. It poses negative impact on the minds of students followed by the wastage of educational resources. Total quality management can be effective in solving such problems in the field of education.

**6. Improvement in the Work Culture of Institutes :** Functioning of educational institutions are not much effective in the present day age. Their management is not appropriate according to the needs and desires of institutes. The employees related to educational field are not obeying their duties efficiently which pose bad impact on the students. This problem can be solved only through total quality management in educational institutions.

**7. Effective use of Physical and Human Resources :** For the betterment of quality education for students, it is essential to use physical and human resources effectively. These resources should be utilized properly in educational institutions. Total quality management lays emphasis on the utilization of these resources in a right manner to achieve the desired objectives.

**8. Congenial Educational Environment :** It is essential to establish good educational environment for bringing quality education for the students in educational institutions. So, it is essential that each institute attached with education should work with efficiency which is possible only through the application of total quality management.

**9. Excellence in Education :** Excellence in education is one of the important characteristics of total quality management. It can bring improvement in the quality education of system which can pave the way for good educational administration.

**10. Effectiveness in Teaching :** Total Quality Management in schools makes teaching-learning process effective. Teacher tries to teach effectively and the students learn from teachers in a congenial environment. Hence, total quality management is a means to bring about effectiveness of teaching-learning process in educational institutions.

**11. Fulfillment of the Needs :** Total quality management is helpful in fulfilling the needs of the society. It establishes such an environment which urges students, teachers and the parents to learn from education. Each educational institute attempts to provide quality education for the progress of students at national and international level.

**12. Prevention of Problems related to Education :** Modern education is faced with several problems. These include problems related to the curriculum, teaching techniques, evaluation process, lack of effective planning etc. Management helps in removing the problems by establishing congenial environment in educational institutions.

**13. Quality in work force :** Teaching staff play important role in the field of education. So, it becomes essential to foster qualities of teaching among teachers. National Policy of Education 1986 in this connection states that students learn only when teachers teach effectively in educational institutions. Lack of interest among teachers creates problems especially related to the quality of teaching.

**14. Commitment towards objectives :** Total quality management helps in the achievement of desirable objectives of the institution. The whole management is done keeping in mind the specific objectives of institution. Teaching-learning process is made effective only through total quality management.

From the above discussion, it can be stated that total quality management plays an important role in making education effective and impressive in nature. It bears qualities which can adopt educational institutions to bring desirable changes required in the modern education system. In short, it can be concluded

that education and total quality management has been relationship with each other for the qualitative aspects of education.

Teaching learning process is made effective only through total quality management. TQM plays an important role in making education effective and impressive in nature. In conclusion we can say that education and total quality management has deep relationship with each other for the qualitative aspects of education.

### **2.6.5 Strategies of TQM in Education :**

To achieve the target of Total Quality Management in education the Institute has to maximize the utilization of its resources. The ultimate aim of TQM in education is to do reforms in total education settings.

- 1. Art and Science :** TQM plays an important role in improving quality education. TQM acts as both art and science because it apply scientific ways and techniques to improve the education system.
- 2. Development of Physical Resources :** The main target of TQM is maximum utilization of scared available physical resources which includes classrooms, library, furniture, computer room, playing ground, audio-visual aids for the effective running of the organization.
- 3. Co-ordination :** For achieving TQM in educational setting work in divided among personnel on the basis of their qualification, experience so that they can co-ordinate with each other and help to complete the work within given limits. Co-ordination is essential for completing the going on projects as well as for pending and smooth running of the organization.
- 4. An adequate, congenial environment :** TQM in educational setting is possible only if healthy working conditions are available. Discipline, health facilities, arrangement of games, circular activities and co-operation of some of the methods for establishing effective environment in educational institutions.
- 5. Democratic :** TQM can be easily in democratic set up. Every person has right to express their point of view. All employees must have equal amount of authority and responsibility to perform their duties. Democratic set up treat all personnel equal and believe in concept of equality and justice.
- 6. Evaluation System :** In TQM we evaluate each and every aspect included in teaching learning process. In evaluation each and every activity is considered and evaluation is done on the basis of overall development and progress of three level of organization that is Top level, Middle level and Bottom level.

### **2.6.6 Management of Time, Quality, Improvement Issues in Education :**

Education management has a vast coverage. TQM in management has to cover each and every aspect to maintain quality in institution.

- 1. Decision Making :** Decision making is an important step total failure and success of any planning depend what kind of decisions are taken by higher authority. Good Quality of decision surely improve the TQM.
- 2. Planning :** Planning levy foundation for the future progress of the organization. Before doing any kind of planning the planner has to consider the scare resources and also consider the alternatives available for maximum utilization of all resources used in planning so that there will be no wastage of resources.
- 3. Organization :** Organization deals how to arrange the different required resources and how to allocate these required resources in such a way that there is no misuse of these scared resources and get the maximum output.
- 4. Direction :** How to direct an institution totally depend on its Leaders, Supervisors Direction includes how to give direction to others so that they can perform their duties effectively.
- 5. Healthy Relationship :** To achieve TQM, it is essential to maintain healthy relationship in organization. To achieve TQM the institution has to consider not only the internal as well as external factors which going to effect the smooth functioning of the institutions.
- 6. Evaluation and Controlling :** Evaluation and Controlling are the most important indicators which reflect how effectively the institutions are carried out their activities and achieved the targeted goals within the prescribed limits. Evaluation and Controlling helps in evaluating the overall performance of the organization and this process also suggests the faults within the organization and also suggest the ways to remove those faults too.
- 7. Reporting :** Reporting in the final steps. It is summary of all activities. Reporting highlights overall performance and the final outcome of the institution.

#### **2.6.7 Summary :**

Total Quality Management (TQM) in education brings a revolution in the field of education. TQM helps in improving the overall performance in the field of education. TQM is the demand of modern time so that Quality Education is provided to coming generation.

#### **2.6.8 Suggested Questions :**

- Q.1 What do you mean by TQM (Total Quality Management) & What are its need and importance?
- Q.2 Explain in detail the strategies of TQM in education?

**2.6.9 Suggested Readings :**

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