

1. **What is supervision? Discuss the characteristics and scope of supervision.**

Ans: Supervision is an important area of educational administration and management. Educational supervision refers to the work of administrative workers in the field of education. Educational supervision plays important role to ensure efficient operation of the educational institution.

Supervision- Meaning

Supervision is the action or process of critical watching and directing what someone does or how something is done. There exist a variety of definitions of supervision. According to Bernard and Goodyear (1998): "Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular } profession."

Robbins (1976) defines supervision as "the observation of work and the working conditions of workers, to ensure that objectives are achieved."

The central concern of educational supervision is improvement of instruction through leadership and guidance. It is an act of supporting and assisting educational workers and teachers.

Nature and characteristics of Educational Supervision:

The main characteristics which highlight the nature of supervision are as follows:

- Educational supervision is aimed at ensuring appropriate standard of teaching and learning.
- Supervision is an act of evaluation, which is of formative as well as summative nature.
- Educational supervision provides for adequate support to the teachers and other educational workers to play their proper roles. .
- Supervision is generally done by a senior member of the profession. A supervisor is more experienced than the supervisee.
- Supervision is a process of intervention. Supervisors intervene in the work of supervisee to help them perform better and facilitate their development.
- Supervision is goal-oriented. It is a means to achieve certain goals rather than an end in itself.
- Supervisors at all areas and levels perform the same basic functions.
- Supervision is a continuous Process. It is a dynamic and an on-going process. It continues so long as there is organized action for the achievement of group goals.
- Supervision is a relationship between supervisor and supervisee. Since supervision is continuous process, this relationship grows and develops over time.
- The supervisor is an evaluator and monitor of the work of the supervisee. He acts a gatekeeper of standard and norms of performance.

- Supervisors have the responsibility to keep an eye on the quality of service that is being delivered to the supervisee's clients.
- Supervisors constantly monitor and provide feedback about the work or performance of supervisee.

Scope of Supervision:

With rapid expansion of the field of educational activities, the scope of educational supervision too has grown wider. The important; areas of educational supervision may be discussed as under:

Supervision of Teaching-Learning process: The scope of educational supervision includes the main task of supervising the effectiveness of teaching and learning in school. The task of supervising includes evaluation of teacher efficiency as well as progress and development of students. It also includes verification of school time-table, lesson plans, and distribution of work load among teachers, how far the prescribed courses have been covered and above all how effectively topics are dealt in classrooms.

Supervision of Co-curricular activities: The importance of co-curricular activities in modern education is well recognized that forms a major part of it. Thus, the scope of educational supervision includes supervision of co-curricular activities in school. The supervisor

is responsible to see that co-curricular activities of different types are organized properly and are made successful through the participation of all the students. He is also responsible to see that the teachers play their proper roles in these activities and encourage students to participate.

Supervision of School Plant: Educational supervision includes supervision of the school plant as an important area of supervision. The supervisor's task includes supervision of physical facilities that form the basis for curricular and co-curricular activities in school. The work of supervision also includes the supervision of school discipline and order, cleanliness and beautification of school campus including buildings and playgrounds, safety measures, drinking water and toilet facilities, measures for student welfare etc.

Supervision of Office Administration: Proper administration of office is vital for the success of school. The scope of supervision therefore includes the supervision of the office to see that academic and administrative functions are properly run by the office of the school. The supervisor has to see that the different records, reports and registers including financial records and accounts are maintained properly.

Supervision of Developmental activities : The scope of educational supervision includes supervision of developmental activities including extension and expansion of school facilities like buildings and other material resources, introduction of new courses and subjects, increasing enrolment of students etc. The supervisor is also responsible to see that students and teachers take part in different socio-cultural activities of the community.

2. **What is supervision? Discuss the need and importance of supervision in school administration.**

Ans: Meaning of supervision (See question No-1)

Need and importance of supervision.

Importance of supervision in educational management and administration is unquestionable. Educational supervision plays vital role in deciding the nature and content of curriculum, in guiding

the organization pattern of the school and in deciding the learning materials to facilitate teaching and learning, in giving professional guidance to teachers other staffs and in making evaluation of the entire process of education. Regarding the importance of supervision the following points are noteworthy:

- Supervision helps teachers to improve their instruction through the help and guidance received from supervisors to make better planning for instruction.
- Supervision helps teachers to use modern methods of teaching by keeping them updated about the recent trends and methods of teaching and their uses.
- Supervision helps teachers to maintain proper discipline in classroom by making use of better means of prevention and correction of disciplinary problems in the classroom. Thus, supervision helps teachers in better management of classroom.
- Supervision helps teachers to work in groups and develop team spirit among teachers by establishing proper coordination and communication among teachers.
- Supervision helps teachers to acquire professional help and guidance from experts by making liaison between teachers and experts.
- Supervision helps teachers to make plans for various developmental activities and their proper implementation.
- Supervision establishes link between teachers and educational administrators to have meaningful cooperation and collaboration in order to achieve educational goals.
- Supervision provides insight into the different problems of students, teachers and supporting staff of the school, and problems related to the maintenance of school plant and in taking measures for the solution of such problems.

- Supervision is essential for finding out the strengths and weaknesses of the school and for making overall evaluation of the school for its success or failure along with the factors associated with success or failure of a school.
- Supervision is important to find out possible causes or factors that might be hindering the process of teaching and learning in school.
- Supervision is important for providing necessary help to the teachers for their professional advancement by making recommendations and provisions for training and professional help.

3. What is inspection? Distinguish between inspection and supervision.

Ans: Inspection, as defined in dictionary is a careful examination; a official visit to see that rules are obeyed; that work is properly done Dodd (1968) defines inspection as 'that specific occasion when school is examined and evaluated as a place of learning, in such, way that advice may be given for its improvement and that it embodied in a report.'

Inspection is a systematic and critical examination of the various aspects of school done by an official designated as an Inspector. Inspectors are responsible for checking the work of teacher, student and other staff to see their progress and to see if they work as prescribed rules. The inspectors are also responsible for preparing report on their inspection and to submit it to the administrative head of the institution. Thus, inspection is an administrative wing of school Administration that enforces control and authority.

Inspection and Supervision are similar terms that are use together and interchangeably at times. However, inspection and

supervision has different meanings with different functions. Supervision in education is the process of extending help and support to teacher in their teaching and related works so as to improve their performance in order to help their students improve their learning.

Inspection, on the other hand, is looking critically and closely someone's performance, generally with the object of detecting faults or limitation and giving some kind of assessment. Supervision means general examination of work of the teachers or employees and he provided to them in their work as and when needed. When someone is under supervision, it means that the Supervisor tells him what do, and the supervisor is usually around to examine that the Supervisor is working well; but when someone's work is inspected, it mean that the Inspector observes his work and examines it closely, looking for faults.

The task of inspection in education is to examine and to find out the different problems related to different areas of education that can be improved, and the task of supervision is to extend help and support to effect improvement in those areas. Inspection in school administration has a negative suggestion in the sense that its approach is more likely to be a fault-finding one, whereas supervision is used in a positive sense as it deals with improving educational practice by providing guidance, help and support to the teachers and staff with the objective of achieving educational goals.

Supervision involves setting goals, guiding others, monitoring progress, and giving rewards and punishments on the basis of performance. Inspection involves checking for compliance with rules and standards.

The terms Supervision and Inspection are often used to mean the same but they are two different concepts. Supervision is aimed at achieving improvement in teaching, solution of school problems, establishing cooperation between teachers, staffs and administrators, inspection is aimed at ensuring maintenance of minimum standards in teaching and learning. Supervision is one of the important requirements of administration that helps in effective management of human and material resources. It is help provided in the forms of advice, guidance, encouragement, simulation to teachers to improve their efficiency. Inspection is an instrument with which the administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community and to ensure that the system is working satisfactorily.

4. Define school supervision. Discuss the nature and objectives of supervision.

Ans: A few definition of school supervision are mentioned below.

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

Wiles defines modern supervision as "assistance in the development of a better teaching-learning situation."

In the words of Moore, "Supervision is directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers."

"Supervision," according to Barr and Burton "is the foundation on which all programmes for improvement of teaching must be built."

Adams and Dicky define educational supervision as, "The function of educational supervision is the improvement of instruction."

In the words of Flyer, "At its best supervision is the most noble and dynamic of all endeavours."

Thus the term supervision has been defined by different educationists in different ways. But all agree that the improvement of instruction is a cooperative process in which all the teachers participate and the supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

Nature of school supervision

The nature of supervision may be discussed as follows.

Supervision is 'Making Potential Actual'

Studies from psychology and anthropology indicate that each person is born with more potential than he uses. He never fully develops all his potential. Supervision attempts to release this human potential and to develop it fully.

"Supervision is Leadership"

Leadership is a quality by which an individual can change the behaviour of another individual. In supervision, it is accepted as one of the important elements. The supervisor being an official leader should try to influence the behaviour of others in the organization. He should not be an authoritarian. When he feels authority means "power over" others, he isolates himself from the group. So he should make power with" approach by which he can begin to assist the members involved in the organization to plan together. Here his chief purpose will be to develop group power that will enable the staff to achieve its goal.

"Supervision is communication"

"Communication has deep significance for human organization, since individuals make specialised contributions to the achievement of overall goals of the organization." It is a cooperative effort and an interpersonal influence for the achievement of human and organizational growth. Work of the supervisor is to influence

teaching behaviour in such a way as to improve the quality of learning for students. This he can achieve through effective communication with the persons involved in the organization. Supervisors, teachers and other members should work together for the development of a teaching-learning situation.

Objectives of supervision

The instructional planners and specialists have recommended the following objectives of supervision.

i) Helping Teachers to Plan for Instruction

Instructional planning is considered as the first step in the improvement of instruction. Therefore, it is recommended that the supervisor should help the teachers to develop and improve skills in instructional designs and to use a model of instruction as a guide to instructional planning.

ii) Helping Teachers to Present Instruction

Lesson presentation involves a complex variety of component skills. The supervisor should help the teachers to translate their module and lesson plans into action and to select and use appropriate teaching strategy. In order to understand the use of strategy in the classroom, do need to understand the meaning of strategy.

iii) Helping Teachers to use Modern methods of Teaching

Methods of teaching are an important art of presenting instruction in the classroom in an effective manner. Therefore, the supervisor should help the teachers in using modern methods of teaching in the classroom. The modern concept of instructional methods have departed from the traditional chalk and talk method. It is based on philosophical and psychological principles.

iv) **Helping Teachers to Evaluate the Curriculum**

Evaluation is a fundamental part of the curriculum development process. It is through evaluation that teachers learn whether or not stated objectives have been reached. It is only through evaluation that intelligent curriculum decisions can be made.

The objective of supervision is to help teachers to develop an evaluative frame of mind, an inquiring attitude, and a research-orientation.

v) **Helping Teachers to Evaluate Themselves**

Most teachers develop antagonistic attitudes and fears towards evaluation. Therefore, the objective of democratic supervision is to help teachers to evaluate themselves rather than evaluating their competence by the help of a supervisor. The role of the supervisor in this evaluation should not be a threat to the teachers. It should be a help and an assistance. He must master a variety of techniques for getting teachers to look at their own behaviour.

vi) **Helping teachers to evaluate instruction**

The supervisory activities can help teachers to master a variety of formal and informal evaluation techniques which they can call on as the need arises. It should develop a number of in-service activities to help teachers with the improvement of skills of evaluation, measurement, testing, marking and reporting. Reporting systems should be designed to let students, parents, and others to know how well the learner is performing in school. The reporting system can be improved through the use of narrative reports, progress reports and evaluation conferences.

5. **“Short note” types of supervision and inspection**

Ans: Inspection is of three types. Each type represents a different purpose, approach and emphasis.

The Corrective Type : This is basically negative in nature and approach. The inspector goes to school with a good deal of bias, prejudice and sense of authority. He has to find out faults, discover lapses and pick out holes here and there during his visit. He suffers from sense of superiority and thinks that everybody stands in need of correction and he is competent to correct everybody. He adopts snobbish and corrective posture and goes to the extent of humiliating the teachers and the headmaster for even a very minor fault. He goes out to demand high standards and when they are missing, chooses to condemn and criticize everybody. In the end a long list of objections and defects is prepared and these are recorded in the school log book. This type of inspection largely paints the entire picture dark and magnifies the shortcomings.

The Preventive Type: "According to this, the inspector, being a man of considerable experience and insight, anticipates the difficulties of teachers and headmasters and helps them to avoid those difficulties." This type forewarns them about the likely problems, prepares them to prevent the same and meet them successfully before they actually arise. This inspection is more useful and helpful in every respect as compared to the corrective type. The supervisory service can inform the field workers about the anticipated problems and make them cautious before time. Here the inspector assumes the role of a guide.

The Creative Type : This is basically positive and constructive in approach. The inspector goes to visit with the aim of extending co-operation and help to the field workers in their difficulties and problems. He establishes cordiality with them. There is not the slightest indication of superiority, snobbery or bossism from his side. In his presence the teacher breathes in a free and frank atmosphere and comes forward to disclose his difficulties and

shortcomings rather than to conceal them. This type of inspection makes the teacher self-reliant, resourceful and enthusiastic in his work. This can, therefore, be called the most suitable type of inspection. It inspires and stimulates the field workers to do their best for the school.

6. **Short note “Qualities of a supervisor.”**

Ans: The qualities of a supervisor are discussed below.

1. **Educational vision:** He should possess a progressive outlook in education and be aware of new trends in it, latest techniques, present day problems and their possible solutions, and be also conscious of likely set-up of education in future.

2. **Experimentation:** He should be an experimenter, innovator of new techniques and initiator of new ideas. He will especially collect new programmes from progressive teachers and their schools for transmission to other places. By his own efforts and experimentation he will create nurseries at selected places for educational reform.

3. **Planning:** The inspector will plan the work of supervision in such a manner that all the schools in his area receive his guidance and help in due proportion. The planning obviates the neglect of any aspect of his job.

4. **Expert in various subjects:** His job demands him to be an expert in various school subjects, languages and activities.

5. **Organising capacity:** To cater to the need of teachers for professional growth, he will have to organise a number of seminars, refresher courses, meetings, discussion groups and exhibitions. His day to day work also requires an efficient organisation so that he can do justice to his multifarious duties.

6. **Constructive attitude:** A supervisor should possess a constructive mind. He should never go on a visit to school with a

pure objective of criticising, fault-finding and setting everybody right. A supervisor who fails to praise when commendation is deserved, is failing as much in his duties as one who fails to criticise when criticism is deserved. Instead of prescribing do's and don't's for the teachers, he should suggest the ways by which they may do the things better.

7. Sympathetic attitude: He should be co-operative, sympathetic, kind, benevolent and affectionate. He should not take delight in scolding the defaulting teachers for the faults beyond their control. He should have full sympathy for them for their limitations, handicaps and untoward circumstances.

8. Faith in the fellow teachers: He should have faith in the ability, competence and sincerity of his teachers. There is no use in being impatient, for growth and improvement always take time. He should have far-reaching programmes but should proceed with them step by step.

9. Liaison officer: The supervisor should be friendly liaison officer between the Department and the teachers, and an expert linking up scattered educational experiences and experiments.

7. **Short note "Duties of the supervisor."**

Ans: There are two main categories of these duties: **administrative and academic.**

Administrative Duties consist of carrying out the annual inspection of schools, checking of their records, accounts and other office work. These also include the examination of school plant; posting, appointment and transfers of the staff; salaries, duties and leave of the school personnel; and issuing of orders and circulars from time to time.

Academic duties consist of the following:

1. The supervisor has to guide the teachers in their instructional work. He observes the curriculum followed, the text books prescribed, the teachers' diaries, methods of teaching, the use of aids, home work assigned and corrected, cumulative records of the pupils, and the procedure of evaluation, etc.
2. He has to guide the teachers in organising various co-curricular activities, social service and community activities.
3. He has himself to organise competitions, tournaments, interschool activities at Block, District or Circle levels.
4. He has to help in the improvement of school environment and to create healthy conditions of work in the school by putting the organisational pattern on Tight lines. He has to pay attention to the school discipline, personal hygiene of the pupils, cleanliness inside and around the school, school dispensary, physical and mental growth and health of the pupils, their academic achievement and school-community relationship.
5. He has to co-ordinate educational activities among different schools in his charge. It may even amount to mobilising the resources of all the schools for common good. This duty concerns arrangement of mid-day meals for pupils, opening of dairy farm, opening of a co-operative shop, organising of crafts and hobbies, and rendering help to the community in times of urgency or crisis.
6. He has to conduct surveys of education in his area, in the circle, in the state and even in other states (for comparison). He has to give wide publicity to the useful and peculiar experiences collected from various places.
7. He has to keep himself professionally up-to-date and well informed with new trends and latest techniques in the field of education by attending seminars, workshops, lectures,

meetings, conferences, etc., and by going through the latest books, magazines and journals on education.

8. He has to make satisfactory arrangements for the inservice training of teachers.

9. He has to arrange follow-up of his supervision.

8. **Mention the objectives of inspection. Discuss the methods/ procedure of inspection.**

Ans: Objectives of inspection are given below.

1. It provides professional leadership to educational workers so as to improve their work and give them correct direction. It is in this light that the Secondary Education Commission suggested to replace the word 'Inspector' by 'Education Officer' or 'Educational Advisor'. The new term will be in conformity with the real aims of supervision and inspection.
2. It offers technical service to teachers in the form of teaching techniques, instructional aids, diagnostic techniques and remedial measures.
3. It promotes the professional growth of all teachers by providing them guidance in the field and in-service training now and then.
4. It clarifies and interprets educational goals for educational institutions and gives them all types of help and guidance to achieve those goals.
5. Negatively speaking, supervisory service aims at checking inefficiency and negligence in schools, finding out serious lapses and irregularities in their functioning and ensuring that all these short-comings are removed.
6. Positively speaking, it aims at offering new, forward looking and constructive suggestions to educational workers. It also goes to their help in solving their difficulties. It is the duty of the inspector to inspire teachers by his wise counseling.

METHODS OF INSPECTION

There are no set procedures for inspection. But the prevalent procedures are as follows:

1. **School visits.** The supervisor is supposed to visit every school in his area at least once in a year. There may be certain problem, backward or developing schools which may require more than one visit. The visit is undertaken after giving due notice to the school. However, in addition to this another surprise visit will also be desirable and useful.

2. **Teachers meetings.** Immediately after the inspection is over and on other suitable occasions also, meetings of the teachers and headmasters are held. In them general defects, and shortcomings are discussed and procedures for improvement thought out. The difficulties expressed by the teachers are also discussed and suggestions given for their removal. Due appreciation of good work is also expressed in such meetings to provide further incentive for improvement.

3. **Issuing orders and circulars.** Regular guidance is provided to teachers through circulars containing academic suggestions, suggestions for physical welfare of the students, and guidelines for their all round development.

4. **Evaluative criteria.** The inspection should be carried out through scientifically prepared evaluative criteria. NCERT has already evolved one and the state authorities can evolve their own on the basis of this. A detailed proforma including questions covering all aspects of school should be prepared and used. The sub-headings of such proforma, on the model of criteria prepared by NCERT, are given below:

The criteria will consist of the following six parts:

- a) Physical Facilities
- b) Teachers
- c) Curriculum
- d) Instructional Work

e) Activities, and f) Evaluation Procedures.

5. New Method's suggested by IEC. The Indian Education Commission suggested a number of methods for making supervision more purposeful and useful.

a) **School Complex** : The Commission suggested that in certain areas, a school complex may be formed, so that one high/senior secondary school, some middle schools and 10 to 20 primary schools would be integrated into a unit. The headmaster of the high/ senior secondary school may inspect the middle and primary schools of the complex once in a year. In this way supervisory work of the DEO will be supplemented.

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

c) **Classification** : The schools must be classified into various categories. Each category will have its own standard and hence its own difficulties, problems and levels of attainment. Guidance would-be given in accordance with the desired standards. Three types of educational standards have been suggested in this respect: viz, expected (or desired), accomplished and projected.

d) **Evaluative Criteria** : The criteria may be prepared on scientific lines for various types of schools. The criteria should be defined or demarcated at two levels— minimum and optimum. The optimum is the ideal standard. Schools may be classified on the basis of their performance.

9. **Mention the principles of good supervision. Suggests some measures for improvement of supervision.**

Ans: PRINCIPLES OF GOOD SUPERVISION

1. Supervision should contribute to the general efficiency and improvement of the school and to the professional growth of the teachers.

2. Supervision should be done very sympathetically.
3. Supervision implies impartial observation of facts.
4. Supervision should be very thorough and comprehensive.
5. Supervisors should try to assess the spirit of a school in addition to its instructional work. This spirit will be reflected by records of staff meetings, programmes of the morning assembly, co-curricular activities, experimental projects, standards of discipline, and the human relationships in the school.
6. The individuality of the teacher should be respected.
7. Supervision should not be cursory in character. The work and ability should not be judged in a few minutes.
8. The supervisor should not expect impossibilities from the teachers.
9. The supervisor should not hold back praise when it is deserved.
10. Inspection should not be confined to the four walls of the school. The work done outside the school should also be assessed.
11. Inspections must be planned in advance.

SUGGESTIONS FOR IMPROVING SUPERVISION

1. Expansion of the Supervisory Service: In view of vast expansion of administrative and supervisory work at all levels in education, it is urgently needed that the supervisory services are strengthened and expanded accordingly. More of clerical staff should also be provided for the quick disposal of routine work so that the supervisor's attention and time are spared for more important activities of supervision.

2. Frequency of Inspections and Follow-up Work: It is suggested that there should be at least two inspections in a year,

one of them may be an informal visit and the other regular annual visit.

3. Training of Supervisors: There should be a special pre-service training programme for the supervisors, so that they are equipped with all the know-how before undertaking this specialised and technical job. After occupying the chair the supervisor is in need of constant in-service refresher courses, workshops and seminars.

4. Dissemination of Educational Literature: Supervisor may issue a bulletin at regular intervals for updating the educational know-how of the teachers. These bulletins may contain abstracts from books, articles or important speeches on the subject. He may also include in them references to articles appearing in current educational journals to which the teachers may try to refer.

5. Improving the Methods: The methods of supervision need periodical review and adjustment under the ever changing circumstances. A scientific procedure should be evolved and then improved further in the light of experience. Academic circulars, orders, instructions and suggestions should be issued regularly.

6. Redefining the process of Supervision: There is need for redefining various aspects of the process of supervision. The modern aims of supervision are guidance and evaluation rather than criticism and fault finding. It is democratic and no longer authoritative in nature. Inspection is not the business of every teacher. Only those who possess outstanding personal qualities, scholarship, professional background and experience in the field can take up the job.

7. Preparation for Classroom Visitation: The supervisor should go to visit a class only after adequate preparation. A wise

supervisor will secure as much information as possible concerning the professional background and abilities of the teacher concerned.

8. Research for Supervision. In the absence of research in education in general and supervision in particular, policies continue to be framed on the basis of subjective opinion of individuals. The supervisor and his associates should carry out action research in their field, so that they can evolve better approaches in supervision for its improvement. They should further guide the teachers to carry out research at their own level for solving their problems.

9. Supervisor's Contacts: The supervisor should establish contacts with the teachers by holding meetings with them for social purposes, for the improvement of instruction, and for discussing their difficulties, problems and plans.

10. District School Boards: This is a new idea. The IEC recommends that a District School Board should be set up in each district. This board will be responsible for the improvement in school education in the area in every way. This will look after the qualitative development of curricula, text books, methods, examinations, etc.

10. **Illustrate the role of headmaster in the functioning of school management and administration.**

Ans: What the school is and what it does, is determined largely by the intelligence, scholarship, imagination, initiative, personality and social skills of the Headmaster. Everything in the school, the plant, the staff, the curriculum methods and techniques of teaching, co-curricular activities. Human relationships, bear the impress of the personality of the Head of the institution and reflect his leadership. The school is as great as the Headmaster.”

The role of the headmaster is elaborated in the following ways.

1. **Leadership** : Hodgkinson points four maxims for leadership in school administration :

- a) Know the task.
- b) Know the situation.
- c) Know his followership.
- d) Know himself.

Hodgkinson's second maxim can be taken to include the organizational situation. Maxim 3 on followership would also imply knowledge of the environment in lists of management tasks. There is relatively little discussion in the literature of the skills required

and strategies entailed in the leader transforming the forces in the environment into a mission for the organization. Hodgkinson gets much closer to this in his conception of administration-as-philosophy.

2. Alert to the Forces of Environment : An expectation of heads is that they will be alert to the forces in the environment of the school which have potential relevance for its internal activities. These forces can be divided into two clusters. One cluster will contain relevant knowledge of what is happening in the broader educational worlds. This would largely entail a knowledge of existing and emerging educational policies at national and local levels.

3. Selection of goals : The head who would create a mission for the school would have the continuous task of selection from these clusters of knowledge which, as modified by an awareness of forces within the head and within the teachers currently teaching in the school and such other organizational forces as structures and resources, would fashion set of goals for the school which could be construed as a mission. Different leadership styles entail differences in the degree to which heads construct mission alone or in collaboration with members of staff who would have been encouraged to contribute to the negotiation of a mission on the basis of their knowledge of environmental forces and forces within themselves. To the head would fall the task of articulating and presenting the mission.

4. Knowledge and Professional Training : The Headmaster must have knowledge in social sciences, psychology, philosophy, sociology and economics. He must also remain in touch with the latest scientific developments. He should not only know his own subject of specialization but should also know the latest thinking

in other school subjects. He should possess adequate and effective professional training because educational administration is a specialized job. Only highly trained Headmaster can show the way to the members of the staff on teaching techniques. He must have mastery of educational, child and social psychology.

5. Loving the Teachers, Students and Parents : The Headmaster has to deal with the teachers, the students and their parents. He should be able to get the best out of every teacher. The Headmaster should recognize the good work done by his colleagues.

6. Sound Physical Health : The Headmaster with poor health cannot be justice to his difficult assignment. For maintaining physical efficiency, Dr. Jaswant Singh has given the following suggestion : "A balanced diet, supply of vitamins, adequate intake of water, elimination of waste products, exercise and health living."

7. Sound attitude towards life : The Headmaster must take to optimism to the extent of seeing something good in an event of mis-fortune. He must approach everything with the confidence of air of success. Financial worries must not trouble him. He must guard him-self against any frustration. Intelligent planning and budgeting will relieve him of financial worries. On the whole, he must have ultimate faith in himself and his creator.

8. Winning of Faith : The Headmaster should be a man of faith. As Ryburn says, "It is essential, therefore, that he be not only a man. of high character but also that he be a man of faith; faith in vocation,; faith in his pupils, faith in human nature and faith in his staff."

9. Other Qualities : Bray summed up the following qualities of a Headmaster : (i) Lofty sense of duty, (ii) Broad sympathy, (iii)

Sound judgment, (iv) Power of insight into character, (v) Love for his work, (vi) Originality or initiative and belief in "continual law of progress." (vii) Self-control, (viii) Organizing power, (ix) Firmness, (x) Persuasive powers of speech, (xi) General purity of character, (xii) Ability to breathe the spirit of it into the school.

10. Supervision of Each Teacher's Worker : Supervision means actual inspection, should have the spirit co-operation. The teacher enjoys a certain amount of prestige with the class and if he is rebuked in the presence of the class, his Headmaster encroaches upon the rights of the teacher. If the Headmaster feels that the teacher needs correction, he should send for him after the period is over. In this post-visit conference details may be discussed. The Headmaster's should deal with the teacher very tactfully. Advice should be given in a pleasant and friendly manner.