

UNIT-IX INSPECTION AND SUPERVISION

Need and Importance of Supervision and Inspection – Meaning, Aims & Scope of Inspection and Supervision – New Trends in Supervision and Inspection – Principles of Good Supervision – Qualities and duties of effective supervisor.

INTRODUCTION:

Supervision is a democratic term used to see the working of the schools. The supervision guides and solves the problems of the schools. He co-ordinates activities of different schools and accelerates their proper functioning.

Definitions:

Adams and Dicky - "supervision is a planned program for improvement of institutions".

Ayer - "supervision is the most noble and dynamic of all educational endeavours. It is most noble because it is the most considerate. It is the most dynamic because it is most creative.

Need of supervision:

There is a need of a leader where a group of persons is involved in doing the work. The supervisor plays the role of a leader for all schools. The various reasons why we need supervision are given below.

1. In the schools, there is continuous growth and development. For it continuous growth is needed.
2. Supervision includes expert guidance by some persons. It is always needed by teacher and the headmaster working in the school.
3. The very idea of supervision by someone else makes an individual to work with sincerity realizing fear of supervision.
4. Every teacher or headmasters needs refreshing his knowledge about various things. That is possible through right type of supervision.
5. A large no. of schools functions in the region. There is need of having proper co-ordination b/w them. Supervisor creates links b/w different schools.
6. Many a time an evil or bad practice spreads in the schools. Through supervision evils of any type can be ripped in the bud.

Aims of supervision and inspection:

There are a number of aims which the supervisory service has to fulfil. It can be summed up as follows.

1. It provides professional leadership to educational workers so as to improve their work and give them correct direction.
2. It offers technical service to teachers in the form of teaching techniques, instructional aides, diagnostic techniques and remedial measures.
3. It promotes professional growth of all teachers by providing them guidance in the field and in service training.
4. It clarifies and interprets educational goals for educational 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 and ensure that these shortcomings are removed.
6. Positively speaking, it aims at offering new, forward looking and constructive suggestions to educational workers.

7. It aims at appraising the work of educational institutions so that those doing well may be encouraged to do better and those doing not so well may be guided to come up to the mark.

Scope of Inspection and Supervision:

1. Instructional work.

First of all, the supervisor is concerned with the improvement of instruction. For this purpose he has to observe the methods of teaching, the time table, written work of students and its correction, teacher's diaries and the entire planning of instructional work of the school.

2. co-curricular activities.

Along with the instructional work, the supervisor has also to supervise the activities of scouting, games, clubs, educational tour, school magazine and the like.

3. Records and registers.

The supervisor has to examine all sorts of school records and registers. He has to check the accounts of government and students fund. He has to see that funds are not misused.

4. School environment:

The supervisor has to look into the school discipline. General behaviour of students and their habits of cleanliness. He will check the cleanliness, of school surroundings, hygiene conditions of the school canteen, drinking water facilities and urinals and lanterns.

5. Development aspects:

The supervisor tries to assess whether the school is justifying its existence or not. He examines the report of the school and its progress. He is also commenced with all-round development of the students.

6. Guidance:

The supervisor is expected to help and guide the teachers in planning their instructional works, construction of tests, analysing test results and planning remedial measures. He arranges for meeting so that teachers may discuss their problems and arrive at solutions.

7. Management:

The supervisor runs his own office as a clearing house of new ideas, techniques and practice for improvement of instruction. He has arranged for communication thorough orders and circular issued from the directorate.

Methods of Inspection & Supervision

There are no such procedures for inspection but the prevalent procedures are as follows.

1. School visit:

The supervisor is expected to visit every school in his area atleast once a year. Certain schools due to their backwardness many require more than one visit the visit is undertaken after giving due notice to the school. In addition to this, another surprise visit will be desirable and useful.

IEC recommends that every school should have two types of inspection.

(i) Annual.

Conducted by district school board for primary schools and state educational officers for secondary schools.

(ii) Triennial.

It will be conducted by DEO for primary schools and STATE BOARD OF SCHOOL EDUCATION for secondary schools.

2. Teachers Meeting.

Immediately after the inspection is over, meeting of teachers and headmasters are held. Due appreciation of good work is expressed to provide further incentive for improvement. Short coming are discussed and procedures for improvement are laid. The difficulties expressed by the teachers are discussed and suggestions are given for their removal.

3. Issuing orders and circulars:

Regular guidance is provided to teachers through circulars containing academic suggestions and guidelines for students' all-round development. Administrative orders are also issued for various activities like. Tournaments, competitions curriculum – revision, examination system and educational seminars and conference to be held.

4. Evaluative criteria:

The inspection should be carried out through scientifically prepared educative criteria. The model of criteria prepared by NCERT is given below.

The criteria consists of 6 parts,

(i) Physical facilities.

(ii) Teachers

(iii) Curriculum

(iv) Instructional work

(v) Activities

(vi) Evaluation procedures

The supervisor will collect data on all 6 aspects through visits, observation, records and reporting by the headmaster.

5. New methods suggested by IEC :

The IEC suggested a number of methods for making supervision more purposeful and useful.

(i) School Complex:

The commission suggested that school complex may be formed in such a way that one HSS, some middle schools and 10-20 primary schools would be integrated into unit. The principal of HSS will inspect the middle and the primary schools of the complex. In this way, the supervisory work of the DEO will be supplemented.

(ii) Statistical cell:

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

(iii) Classification:

The schools must be classified into various categories. Each categories will have its own standard and hence its own difficulties, problem and level of attainment.

Three types of educational standard have been suggested in this regard.

(i) Expected

- (ii) Accomplished
- (iii) Projected
- (iv) **Evaluative criteria.**

The criteria should be defined, at two levels.

- (i) Minimum
- (ii) Optimum

Schools may be classified on the basis of their performance.

The IEC enlists the following failures for the purpose of evaluation.

- a. Relation with local community.
- b. Qualification of staff.
- c. In-service training.
- d. Curriculum.
- f. school discipline.
- g. results of public examinations.
- h. awards even by school in co-curricular activities.

(v). Functional Inspectorate.

An academic wing would be setup which will guide schools in some special functions. There would be an expert in all related fields of education who would share supervisory responsibilities in their respective fields.

Qualities of a supervisor:

1. Educational vision:

He should possess a progressive out-look in education and be aware of the trends in it, their problems and their possible solutions.

2. Experimentation:

He should be an experimenter, innovator of new techniques and ideas. He will collect new programmes from progressive teachers and their schools for transmission to other places.

3. Planning:

The inspector will plan the work of supervisor in such a manner that all the schools in his area receive his guidance and help in due proportion.

4. Expert in various subjects:

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

5. Organising capacity:

For professional growth of teachers he will have to organise a number of seminars refresher course, meetings, discussion etc. He should be an efficient organiser so that he can do justifies to his work.

6. Constructive attitude:

A supervisor should possess a constructive mind. He should never visit a school with a pure objective of cruising and fault finding. Instead of prescribing, do's and don't's, he should suggest ways by which they might do the things better.

7. Sympathetic attitude:

Inspection (Autocratic Supervisor)	Supervision (Democratic)
1. Thinks he can see all angles of a problem.	1. Realizes the potential power of <u>30 or 50</u> brains.
2. Does not know how to use the experience of others.	2. Knows to utilise that power.
3. Cannot allow any string of <u>management</u> to slip from his fingers.	3. Knows how to <u>delegate</u> duties.
4. Tied to routine details.	4. Ready for creative leadership.
5. Is jealous of ideas.	5. Is quick to recognise and praise any good idea of others.
6. Makes decision that should have been made by the group.	6. Refers to the group all matters before taking decision.
7. Has the attitude "I know best".	7. Maintains the position of friendly advisor.
8. Is greedy for publicity.	8. Allow others to taste success.
9. Gives to others few opportunities for leadership.	9. Gives opportunities to take responsibility and exercise leadership.
10. Aims at checking the adoption of rules and regulations.	10. Aims at improving in the teaching and learning process.
11. More concerned with the administrative procedure.	11. More interested in the academic improvement.
12. More authoritative.	12. More encouraging to teachers.
13. More of <u>routine and maintenance</u> oriented.	13. More creative.
14. More formal.	14. More informal.
15. imposes <u>authority's</u> views.	15. Encourages <u>team spirit</u> .
16. Teacher criticized.	16. Teachers improvement is the goal.

17. Teachers views are miss constructed.

17. Teachers views and participation are welcomed.

Principles of Good Supervision:

1. Supervision should contribute to general efficiency and improvement of the school.
2. Supervisor should be done very sympathetically.
3. Supervisor implies impartial observation of facts.
4. Supervisor should be very through and comprehensive.
5. Supervisor should try to assess the spirit of a school in addition to its instructional work.
6. The individuality of the teachers should be respected.
7. Supervisor should not be cursory in character because the ability and work cannot be judged in few minutes.
8. The supervisor should not expert impossibilities from the teachers.
9. The supervisor should not hold back praise when it is deserved.
10. Supervisor must be planned in advance.
11. The academic work of the school must be checked by a panel of experts with the supervisor as chairman.

Duties of Effective Supervisor:

The duties of the supervisor can be broadly classified into

- (i) Administrative duty
- (ii) Academic duty

Administrative duties:

1. Carrying out the annual inspection of schools.
2. Checking of their records, accounts and office work.
3. Examination of school plant.
4. Posting, appointment and transfer of staff.
5. Salaries, duties and brave of school personnel.
6. Issuing of orders and circulars from time to time.

Academic Duties:

1. The supervisor has to guide the teacher in their instructional work. He observe the curriculum followed , methods of teaching, use of teaching aids, homework assigned, etc.
2. He has to guide the teachers in organising various co-curricular activities social service and community activities.
3. He has to organise competitions, tournaments at block, district or circle level.
4. He has to pay attention to school discipline personal Hygiene of students, academic achievement and school community relationship.
5. He has to co-ordinate educational activities among different schools in his charge. It may be even among to mobilising the resource of all the schools for common good.
6. He has to conduct survey of education in his area. He has to give wide publicity to the peculiar experiences collected from various places.

7. He has to keep himself professionally up-to date and well informed with new trends and latest technique.

8. He has to make satisfactory arrangements for the in-service training of teachers.

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

New trends in Supervision and Inspection:

1. Firstly, there is a significant change in the nomenclature of inspection.

* The present trends among educationist seem to expel the word inspector from the educational vocabulary in favour of supervisor or education officer.

2. Modern supervisor is creative and constructive rather than destructive.

It seems to ensure creative participation of all the teachers rather than to criticize them for their faults. By his personal example of professional competency and growth, he stimulates and inspires the teachers. His criticism if any is also constructive.

3. Modern supervision provides educational leadership:

The supervisors are supposed to be experts and specialists. They have to guide and advice the teachers to do better and improve professionally.

4. Modern supervision is democratic:

There is a complete absence of authoritarian attitude in modern supervisor. It provides educational leadership of democratic type. The supervisor does not impose his point of view. But recommends better alternative after convincing the teachers. The teachers point of view is given due consideration.

5. Modern supervision is carried out in a scientific way:

Supervision is now technical and a scientific job. Subjectivity is being replaced by objectivity. Good supervision leads to possible results in the form of educational standards, better teaching and pupil's growth and development.

6. Modern supervision is co-ordinating and integrating in nature:

The supervisory service is a co-ordinating agency which collects good traditions, practices and programmes from various institutions and discourses them to other institution. It integrates all educational efforts of their area for inter-school improvement.

7. Modern supervision employs a variety of new devices:

Supervision is becoming increasingly professional. New supervisory devices like seminars, conferences, study groups and workshops are becoming increasingly popular. Teaching techniques are further improved through researches, experiments and projects.