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A PROPOSED PROGRAM  
FOR IMPROVING SUPERVISION OF ELEMENTARY SCHOOLS  
IN  
KARACHI

BY  
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A Thesis

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KARACHI: SUPERVISION

BASHIRUDDIN

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A. J. Bashiruddin

## ABSTRACT

The problem is to develop an improved program of supervision of elementary schools in Karachi. The aim on the one hand is to improve the general organization and the working conditions of the existing system of the Inspectorate of Education, Karachi, and on the other hand to improve the attitude of the inspectors so as to make them more conscious of the fact that they are not only to inspect and report but to guide and help the teachers to enable them to make teaching more effective.

The main source of the problem is the establishment of an autonomous new state.

Due to the influx of refugees, the population of Karachi during the past ten years has increased fourfold, and the numbers of students and teachers have increased correspondingly.

The political, social and technical changes, and rapid industrial developments have necessitated the overall reorientation of the education system of elementary schools. This is necessary on the one hand to help the children grow as better adjusted members of the society and on the other hand to meet the needs of the country.

The writer on the basis of her experience in administration and inspection of elementary and secondary schools of Karachi, and with the help of interviews and library research, has brought out the deficiencies of the existing system of supervision of elementary schools in the area.

Further, an attempt has been made to explain the change in the modern concept of supervision with the modern change of philosophy of education. The modern type of supervision is the democratic, cooperative, scientific and creative. It implies the following principles: leadership, cooperation, tact, objectivity, creativity, integration, planning, flexibility and evaluation.

Keeping the short comings of the existing system in view and having the modern concepts of supervision as the objectives to be achieved, the following recommendations have been made.

1. The personal qualifications of the supervisors should be given due consideration.
2. Due care should be paid to the education of supervisors, including professional training of the inspectional staff, and to an in-service training program for inspectors and headmasters of primary schools.
3. At least six additional general supervisors and four specialists in the various fields of supervision should be appointed. Conditions of service of the supervisors including additional allowances and transport facilities should be improved.
4. The existing rules of recruitment of heads of primary schools should be so revised as to give a wider scope of recruitment of more competent personnel.
5. The main aim of supervision of schools is the improvement of the teaching-learning process. Therefore, supervision should contribute

to student and teacher growth. Various modern techniques of class visitation, and work with individual teachers on individual teacher problems should be adopted. Group work and curriculum development should receive due attention.

6. "He who ignores evaluation is ignorant of where he is and wither he is going." The supervisors should evaluate the intellectual, physical, social and moral growth of students instead of merely testing their mastery of facts in the text books. Self-evaluation on the part of teachers and students should be encouraged.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
A. Statement of the Problem.....	1
B. The Importance of the Problem.....	1
Migration.....	4
Growth of schools.....	4
Untrained teachers.....	5
Social changes.....	6
Overwork of Supervisors and heads.....	7
C. Delimitation.....	8
D. The Method of Research.....	8
Questionnaire.....	8
Library research.....	9
Interview.....	9
Personal experience.....	9
II. THE PRESENT SITUATION AND HOW THE PRESENT SYSTEM OF INSPEC- TION WORKS.....	10
Philosophy.....	10
Organization and Administration.....	11
Number of Inspectors and How Selected.....	13
How Do Inspectors Work?.....	16
The Role of the Headmaster as a Supervisor.....	33
III. STRONG AND WEAK POINTS OF THE EXISTING SYSTEM OF INSPECTION AND ITS EFFECT ON THE IMPROVEMENT OF INSTRUCTION.....	36
IV. MODERN CONCEPT OF SUPERVISION.....	43
A. Change of Concept of Supervision.....	43 ✓
B. Principles of Modern Supervision.....	46
Leadership and cooperation.....	46
Tact.....	48

Chapter	Page
IV. (Continued)	
Creativity.....	48
Integration.....	50
Objectivity.....	50
Planning.....	51
Flexibility.....	51
Evaluation.....	52
V. PROPOSED PROGRAM FOR KARACHI.....	55
Qualifications of Supervisors.....	55 ✓
Education of Supervisors.....	57 ✓
Professional training of the inspectional staff in the purposes and techniques of inspection and supervision.....	57
In-service training program for inspectors.....	59
In-service training program for heads of primary schools.....	63
Number of Supervisors Required and Conditions of Service....	67
Other Factors Influencing Supervision.....	77
Revision of the rules of recruitment of heads of primary schools.....	77
Improvement of pre-service training of teachers,,,. .	79
Improvement of the audio-visual section of the Directorate to suit the requirement of primary schools.....	80
Library Service.....	81
Aims and Program of Instructional Supervision.....	82 ✓
Improvement of instruction, student growth, teacher growth.....	82 ✓
Class visitation and work with individual teachers on individual teacher problems.....	84
Work with teacher groups.....	86
Developing the curriculum.....	89
Evaluation of School Work.....	91
Student growth, teacher growth.....	91
Relation of the school to the community.....	93



Appendices	Page
A. INSPECTION FORM.....	95
B. ANNUAL CONFIDENTIAL REPORT FORM.....	96
C. ANNUAL INCREMENT FORM.....	98
D. DUTIES OF INSPECTORS.....	100
BIBLIOGRAPHY.....	106

## INTRODUCTION

### Statement of the Problem

The problem is to develop an improved program of supervision of elementary schools in Karachi. It is 'improved' program because although /an the schools of Karachi are conscientiously supervised by the inspectional staff of the Directorate of Education, the system needs a thorough reorientation. It is as described in detail in Chapter II of this study, more or less the same traditional system of inspection in which the emphasis is mainly on the evaluation of subject matter. The aim on the one hand is to improve the general set up, organization and working conditions of the existing system of inspection, and on the other hand to improve the attitude of the inspectors, so as to make them more conscious of the fact that they are not only to inspect and report but to guide and help the teacher to enable her to make teaching more effective. The various aspects of supervision of elementary schools of Karachi that need improvement have been categorized in Chapter V under the proposed program.

### The Importance of the Problem

To express in a few words the importance of supervision of schools in general is to remind the reader that wherever there is a group of persons working for the common end, leadership in some form or other is

inevitable and indispensable. As Ayer says, "Leadership is, without doubt, the most potent influence and, at the same time, the most dramatic activity in the field of educational administration and supervision. A similar situation exists in practically all forms of co-operative action. Whether it be a Rockne coaching a football team,.....  
 .....  
 a Washington crossing the Delaware, a Lewis directing the welfare of a labor union, a contractor building a house, a scout leader in camp, a teacher conducting a class, or a superintendent administering a school program, the character of the leadership is the dominant feature of the group activity and is the chief index of its successful outcomes."<sup>1</sup>

The more dynamic a group is the more important the aspect of guidance becomes. Primary educational groups consisting as they do of members of varying ages, experiences and intelligence, are all the while growing, not only in years but in all other aspects, physical and mental, in virtue of which they find themselves in a permanent state of fluctuation, affected by society and also affecting society, with the result that guidance and leadership become of paramount importance.

To go back again to the problem which is to develop an improved program of supervision of elementary schools in Karachi, one may ask why does Karachi specifically need an improvement in this respect. The following brief survey of Karachi federal area, its development after the

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<sup>1</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, New York, Harper and Brothers, 1954, p. 53.

establishment of Pakistan, and also the establishment and development of the Directorate of Education, Karachi, in relation to primary education will serve a useful background to appreciate the problem.

A brief history of the Karachi Directorate of Education is given as follows:

Before the establishment of Pakistan (1947) elementary education called primary education in Karachi, was controlled and run by the Municipal School Board of Karachi. Afterwards the administration of education in Karachi changed hands until the present regime was established in 1950.

The position of the supervisory and administrative staff for the girls' and boys' primary schools was as under:

Boys Section

- (a) Administrative Officer known as Deputy Inspector of Schools.
- (b) Assistant Deputy Inspectors - (four in number).

Girls' Section

Assistant Deputy Inspectresses - (two in number).

In 1951 an inspectress of schools of the status of Class I Gazetted Officer was appointed. She had the double responsibility of inspecting the secondary schools and acting as the administrative officer of all the primary schools. The details of the responsibilities of the inspectress given in Chapter II will show how overworked the inspectress was and still is.

Early in 1956 one Deputy Inspectress of schools was appointed. The

inspectress was given the administrative charge of all the Government secondary schools and the Deputy inspectress acted as her assistant in secondary as well as primary school administration and supervision.

### Migration

With a total administrative area of 812 square miles, the city has during the past ten years witnessed perhaps the greatest influx of displaced persons - increasing its population from 359,000 in 1947 to nearly 1,500,000 in 1957 - and faced acute problems of water supply, in housing, health, sanitation and education. The growth of industry in the federal area and the development of the air, sea and rail communications during this period have again been on an unprecedented scale. The story of Karachi during the past ten years has thus, been that of a fast growing metropolis with all its natural handicaps plus the constant problem of rehabilitation of an unending stream of destitutes pouring into it from all over the subcontinent.<sup>2</sup>

### Growth of Schools

The above survey leads to the causes that have made the problem important. The main source of the problem is the establishment of an autonomous state and the influx of refugees to Karachi. Due to the rapid increase of population new schools have sprung up. A comparative study of the figures in 1948 and 1958 will show the marked increase in the enrolment during these ten years.

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<sup>2</sup> Pakistan Publications, Ten Years of Pakistan, p. 321.

COMPARATIVE POSITION OF TEACHERS AND  
ENROLMENT IN 1948 AND 1958

Year	No. of Schools	Number of Teachers		Enrolment
		Trained	Untrained	
1948-1949	161	198	553	31246
1958-1959	385	2112	920	97346

Excluding the administrative officers the average number of teachers per inspector or supervisor comes to more than five hundred ( $3032 \div 6 = 505$ ).

This figure is self explanatory and does not need any comment at this stage except to remind the reader that on the basis of researches done in the field of supervision the ideal number of teachers per inspector is considered to be fifty.

Untrained Teachers

Next comes the problem of untrained teachers. Referring to the figures of teachers given above, though the proportion of the untrained teachers as compared to the proportion in 1948 has decreased still there are as many as 920 untrained teachers. These teachers are not only untrained but generally are very much handicapped in academic qualifications. To leave 920 teachers without proper guidance means taking the risk of misguidance of twenty-nine thousand four hundred and forty students.  $920 \times 32 = 29440$ . This means weakening the foundation of the country on a very large scale.

### Social Changes

Another factor that has made the problem important is social changes. Independence has brought about general social consciousness in the people, and nearly everyone wishes to get his children as highly educated as family budget allows. Education of girls is getting more important. Rapid industrial developments and technical changes have further necessitated the overall reorientation of the education system of elementary schools. This is necessary on the one hand to help the children to grow as better adjusted members of the society and on the other hand to meet the needs of the country.

Very much related to the above factor is the cosmopolitan nature of society of Karachi: Sindhis, Punjabis, Marwaris, Kathiawaris, Dehlivis and Upies, all distinct in their dresses and the accent of Urdu, which is the state language of West Pakistan and the medium of instruction, in most of the elementary schools of Karachi. The situation sometimes becomes the source of a problem for the supervisors.

The above mentioned problems are sometimes further accentuated by the acute shortage of accommodation and the double shift system, whereby in one shift a girls' school with a number of purdeh-observing (veiled) teachers and the headmistress, functions, and in the other after a gap of a few minutes a boys' school (under a different administrative officer) has to meet.

The consciousness of the people for the importance of education on the one hand, and the efforts by the Government on the other to uplift the masses has brought into the schools many problem children from socially

handicapped homes. The problem needs careful attention not only in the interest of these problem children but in the interest of the groups with whom they happen to study, and the society at large. Do we expect from an average teacher of an elementary school of Karachi to tackle this problem psychologically, without proper guidance and supervision, not to speak of special counseling and guidance program as is prevalent in advanced countries.

#### Overwork of Supervisors and Heads

All the above details and also the details given in Chapter II describing the existing system of supervision in Karachi will indicate how overworked the supervisors and the headmasters of primary schools are. This aspect needs special improvement. Because however enlightened and well up in the modern methods the supervisor may be, unless he has the time to probe into the problem and to put theories into practice, his efforts are of little use to the well-being of the school and they imply national waste of manpower, resources and skills.

The inspectors of schools of this area are deeply concerned for being handicapped in the discharge of their duties as they aspire to, due to their being extremely overworked.

However, the idea of the improvement of supervision is not the whim of one or two persons. It is the felt need of the country in general and Karachi in particular. The issue is nearly every year taken up in the meetings of the advisory board of education, Pakistan; discussed in



the Educational Conference held at Karachi in 1951; has been mentioned in the report of the First Five-Year Plan (1955-60), has been given due consideration by Mr. Shamsul Huq in the pamphlet published on compulsory education in Pakistan; and its need has strongly been stressed by the Seminar on primary school curriculum for South Asia, held at Karachi in May, 1956. Relevant quotations will be given in the following chapters.

### Delimitations

The study applies to Karachi Federal Area comprising the number of schools mentioned above. It includes all the elementary aided and Government schools of Karachi with the exception of two junior model schools that are directly administered by the central government and at present do not come under the jurisdiction of the Directorate of Education, Karachi.

### The Method of Research

The method of research was intended to be the combination of the various techniques of research including the following:

1. Questionnaires were sent to the teachers, headmasters and the inspectors of schools to collect data and specifically to find out, whether or not the modern concepts of supervision as detailed in Chapter IV are being adopted under the existing system of supervision, and if they are, to what extent. Also the aim is to probe scientifically into

practical difficulties of the supervisors and to get their suggestions for improvement. Unfortunately, owing to unexpected reasons, no adequate replies were received.

2. Library research on the problem in order to have deeper understanding of (1) the problem; (2) the modern concepts of supervision, and also to be able to frame concrete suggestions for improvement of the existing system of supervision of elementary schools in Karachi.

3. The third technique is interview. Several teachers from Karachi are studying at the American University of Beirut. These teachers have been interviewed on the lines of the questionnaires mentioned under item (1) above.

4. All the above mentioned techniques have been supplemented by the writer's practical experience of more than seventeen years, including eight years of experience as headmistress of lower secondary and secondary schools of Karachi and nearly two years of experience as acting inspectress and as the deputy inspectress of schools in the same area.

## CHAPTER II

### THE PRESENT SITUATION

#### AND HOW THE PRESENT SYSTEM OF INSPECTION WORKS

##### Philosophy

The present philosophy of inspection of elementary schools of Karachi is confused. The entire administrative and supervisory staff, received education and served under the autocratic system of education designed to suit the requirements of the foreign government. So, the autocratic practices of supervision are deeply set in their minds. After independence, the educational goals of the country changed, as indicated by the message of Qaide-Azam Mohamed Ali Jinah, the first governor general and founder of Pakistan.

The importance of education and the right type of education, cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make a real speedy and substantial progress we must earnestly tackle this question and bring our educational policy and program on the lines suited to the genius of the people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world. There is no doubt that the future of our state will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly, well-planned industries. We should not forget that we have to compete with

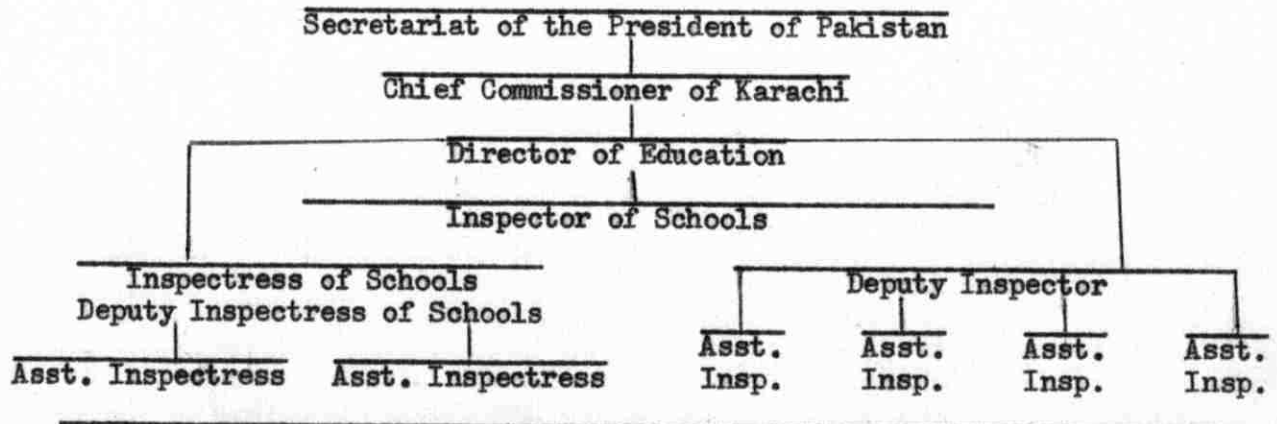
the world which is moving very fast in this direction.

At the same time, we have to build up the character of our future generation. We should try, by sound education, to instil into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan.<sup>1</sup>

The educationists partly due to their theoretical knowledge of the modern concepts of supervision and partly, due to this change in the aim of education, are inclined in theory to believe in the democratic attitude of supervision but in practice, due to the above mentioned reasons the supervision of elementary schools in Karachi has all the traits of autocratic supervision.

#### Organization and Administration

The following diagram shows the structure of the Karachi Department of Education and its relation to the Central Government.



<sup>1</sup>Government of Pakistan, Five Year Plan (1955-60), 1956, pp. 6-7.



The total number of teachers is 1824 in the boys' schools and 1208 in the girls' schools.

Number of Supervisors and How Selected

The inspectional staff of primary schools, Karachi, includes the following personnel:

1. Inspectress of Schools - 1.
2. Deputy Inspectress - 1.
3. Deputy Inspector of Schools - 1.
4. (a) Assistant Inspector of Schools - 4.  
(b) Assistant Inspectress of Schools - 2.

As Karachi is a centrally administered area (as distinguished from a province), the same rules and regulations apply to recruitment to posts under the Chief Commissioner of Karachi as to officers working under the Central Government. Accordingly, as all Gazetted Class I and Class II posts under the Central Government are supposed to be filled by reference to the Federal Public Service Commissioner, all such posts under the Chief Commissioner <sup>is</sup> various departments are filled through Federal Public Service Commission.

The post of the Inspectress of schools is a Class I gazetted post, in the salary scale of 600-1150 rupees per month. The selection is by the Public Service Commission according to its usual procedure of interview of the candidates who apply in response to an advertisement for the

post. It is on the basis of open competition, but generally preference is given to the heads of government secondary schools of Karachi. The minimum qualifications required are being a trained graduate with administrative experience of at least five years and a minimum age of 35 years.

The deputy inspector's post is of the same status as that of the heads of secondary schools. The rules of recruitment for this post have not been laid down, but in practice, the selection is on the basis of seniority cum-merit, from among the heads of government secondary schools subject to the approval by the Government. The pay scale is Rs 250 to Rs 750 per month. Minimum educational and professional requirement is being a trained graduate with administrative experience.

The Assistant Inspector's post is of the same status as that of the trained graduate teacher of government secondary schools in the pay scale of Rs 160-250 per month. Recruitment is by direct appointment out of applicants who send in their applications as a result of advertisements which are published in newspapers as and when vacancies arise.

The appointment of the heads of primary schools is by promotion, on seniority-cum fitness basis, from among the trained teachers of government primary schools of Karachi. For the guidance of the selection authority, provision has been made in form of the annual confidential report on teachers of primary schools, that are filled in by the heads of primary schools, for a statement as to whether the teacher is fit to take the responsibility of headship. There is no special scale of pay for

this post. Only an allowance of Rs 25/- per month is paid in addition to the pay that is drawn at the time of promotion to headship, in the prescribed scale of a teacher of primary schools, which is as follows:  
 for trained non-matriculants, 60-4-100-E.B. - 5-120 rupees per month;  
 for trained matriculants, 75-5-100-E.B. - 5-180-S.G. 10-180-250.

In every school one assistant headmaster is appointed by the department. This post does not carry any additional allowance and is purely on a seniority basis.

#### Conditions of Service for Inspectors

Conditions of service are almost the same as those applicable to officers working in other subordinate offices of the Central Government of Pakistan.

All the administrative, supervisory and teaching posts under the Directorate are pensionable. The retirement age is normally 55 years but officers who complete 25 years of permanent service before attaining the age of 55 years have the option to seek retirement before attaining that age. Extensions beyond the age of 55 years are given very sparingly.

Except persons working in the schools, other education officers have the same set of rules applicable to them as to any other person of similar status working in other subordinate offices of the Central Government of Pakistan. Such education officers who have been confirmed as permanent in the service, earn leave at the rate of 1/11th of the period



spent on duty during a year. An equal amount of leave is admissible every year on half pay for acceptable reasons relating to private affairs. Further, if all full-pay leave is exhausted, leave on half pay on medical grounds becomes admissible at the rate of 1/11th of the period spent on duty.

On entering any service for the first time, a person whether working in a school or in the Directorate itself is first put on probation for a few months and is allowed to continue in that post only if he completes that period satisfactorily.

#### How Do Inspectors Work

Before writing how the inspectors work, it will not be out of place if the duties and powers of the above mentioned inspectional staff are mentioned.

The deputy inspector of schools, holds independent charge of primary schools and has a separate office establishment. His duties and powers are stated below.

##### A. Duties

1. To make recommendations to the Director of Education for the recognition of private primary schools subject to the regulations made in this respect by Government from time to time and for the payment of grants to such institutions.

2. To prepare draft schemes for expansion of elementary education on the lines indicated by the Director.
3. To submit to the Director proposals for additional expenditure.
4. To make recommendations to the Director in regard to the places where new schools should be opened.
5. To arrange for the punctual payment of all employees working under him.
6. To prepare and submit to the Director budget estimates of receipts and expenditure.
7. To submit annual report and such other periodical returns as may be required by the Director from time to time.
8. To scrutinize the inspection reports on the primary schools, take action thereon and submit copies of the inspection reports with his remarks to the Director.

Other Duties

1. To submit to the Director confidential reports on the assistant inspectors and clerks of his office.
2. To hold conferences of teachers of primary schools while on tour with a view to improving efficiency in their schools and give them demonstration lessons on the principles of teaching and school management.
3. To hold annual inspection of the records of his assistant inspectors.

4. To submit an annual report to the Director with the statistical returns.
5. To submit any other information or returns as may be required by the Director.

B. Powers

1. To appoint, or punish any Class IV school and office servant.
2. To help the Director in the appointment, promotion or punishment of teachers and clerks.
3. To transfer all teachers and inferior servants.
4. To grant all kinds of leave to teachers and inferior servants.
5. To award primary scholarships.
6. To adjust staff in primary schools in accordance with their needs within the total allotment sanctioned for the purpose.
7. To sanction pensions to the inferior servants under his control.

The Inspectress of Schools

The Inspectress of Schools has the same duties and powers in respect to the girls' primary section as the deputy inspector has in respect to the boys' primary section. In addition to these duties she is also in charge of the administration of the girls' secondary schools of

Karachi, which are 36 in number with a total enrolment of 12796 (1957-58) and a teaching staff of 537.

Being the highest authority in the female section of the Directorate of Education, the inspectress has to attend all important meetings concerning girls' education and to be on many committees.<sup>2</sup>

#### Deputy Inspectress of Schools

The deputy inspectress of schools is assistant to the inspectress in the supervision and administration of both the secondary and the primary girls' schools. There is no definite official distribution of work between these two officers except that by mutual understanding, while the load of inspection of secondary schools is equally shared by both, the administrative responsibilities of secondary schools are discharged by the inspectress, and those of the primary schools by the deputy inspectress. In the absence of definite instruction in this respect there is much overlapping and duplication of work.

Thus most of the time of the inspectress of schools, the deputy inspectress and the deputy inspector is occupied in the discharge of administrative responsibilities and, in the case of the girls' section, in the inspection of secondary schools.

Another factor that involves the time of these officers is the inadequacy of the clerical staff. In this respect the establishment of

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<sup>2</sup> See Appendix

the girls' section is especially handicapped due to the fact that the inspectress has been entrusted with the administration of the girls' secondary schools without an adequate arrangement of the office establishment being made.

Next comes the special difficulty of the girls' section regarding clearance of the arrears of work. A large number of service books are incomplete, due to certain practical administrative difficulties in the past, before 1951. This work is to be completed now.

In order to help the reader to have an overall picture of the work of the inspectors, it is necessary to recall what has been mentioned in Chapter I regarding the difficulties in the supervision of elementary schools of Karachi. One of the implications of the said difficulties is that besides an extraordinary heavy load of correspondence and telephone calls, the number of visitors from the community, the teachers and the heads of schools is so large and the problems so pressing that inspite of fixing definite visiting hours, it is practically impossible to give patient hearing and due time to all the cases, even if two hours a day are reserved for this purpose.

There are innumerable cases of confidential enquiries, demanded by the higher authorities, in which immediate and personal attention of only the said officers is required.

Every year the rainy season greets the inspectors with newer problems. Several school buildings are in a delapidated condition, and since it is a question of life and death for the students and the staff,

again the immediate and personal attention of the said officers is required. So they must personally rush onto the spot in order to make necessary arrangements.

In addition to all this, their duty calls them to the schools and some of them rush early in the morning on surprise visits to one of the schools so as to reach there even before its starting time. The general procedure of inspection in practice will be dealt with later on. Here only a days schedule of the deputy inspectress is given to let the reader know still more about the nature of their work.

- |    |   |   |
|----|---|---|
| 1. | Surprise visit to girls' primary school<br>Clayton Road   | 7:00 a.m. to 8:30 a.m.                  |
| 2. | Inspection of government girls' secondary school Clayton Road, with the inspectress   | 9:00 a.m. to 12:30 p.m.                 |
| 3. | Back to office<br><br>Discussion in Director of Education's office with other officers regarding the immediate readjustment of a building to accommodate a boys' school as a second shift in a girls' school. | 1:00 p.m.<br><br>1:00 p.m. to 2:00 p.m. |
| 4. | Lunch<br><br>During lunch interview with a head-mistress who had some urgent problems.  | 2:00 p.m. to 2:20 p.m.                  |
| 5. | Instruction to the assistant inspectress regarding the primary school visited in the morning.   | 2:20 p.m. to 2:40 p.m.                  |

- |    |   |                        |
|----|---|------------------------|
| 6. | Looking into some of the urgent/papers                                | 2:40 p.m. to 3:00 p.m. |
| 7. | Discussion with the inspectress on the<br>secondary school inspection | 3:00 p.m. to 3:30 p.m. |
| 8. | Visiting hours  | 3:30 p.m. to 4:30 p.m. |

On this particular day, the desk remained full of papers to be seen, including service books, leave cases, various complaints, questionnaires, reports, arrears, conveyance bills, contingent bills, supply of tents and other problems. Some of the papers were to be carried home. Also the inspection report of the secondary school was to be written at home.

Thus the main burden of supervision of instruction of elementary schools falls on the assistant inspectors, whose duties and responsibilities as officially laid down are mentioned below.

#### Powers of the Assistant Inspectors

1. Assistant inspectors shall have power to grant casual leave to the assistant staff of the schools in their charge for a period not exceeding a week and to the headmasters and headmistresses for a period not exceeding three days.

2. They may issue circulars to their headmasters or headmistresses for any action that is deemed necessary in the interest of efficient instruction and proper control and discipline of schools.

3. They may make recommendations to the D.I.S. for transfer or

appointment of teachers in the schools in their charge, giving on all such occasions full reasons for their recommendations.

4. They shall dispose of such papers on behalf of the D.I.S. as he may think fit to send them for disposal.

#### Duties of the Assistant Inspectors

The duties of the assistant inspectors shall be:

1. To supervise, under instructions of the D.I.S., all schools under them as often as possible in a month, to direct instruction there in by personal teaching and by means of talks and demonstrations.

2. To look into such matters as punctuality, regularity and cleanliness of pupils and buildings, so that not mere instruction but also formation of good habits is kept in view as a fundamental educational objective.

3. To supervise aided schools as often as possible to see that these are maintained in proper order.

4. To conduct annual examinations according to the instructions issued by the D.I.S. for the said purpose.

5. To organize, under the direction of the D.I.S., headmasters' or headmistresses' meetings for a talk on improvement desirable to be effected in such school matters as management, discipline, instruction and the tone.

6. To see that headmasters and headmistresses send the prescribed



monthly returns of studies and look into entries thereof made in the class register and to see if proper amount of studies has been finished and to report accordingly to the D.I.S.

7. To examine class registers every month to see that all entries are properly maintained.

8. To take a yearly stock of the dead stock articles entered in the School Dead Stock Register and to certify as to the correctness of the entries.

9. To assess amounts of grant-in-aid to private schools on the basis of returns submitted by them.

10. To conduct different kinds of enquiries relating to schools and the conduct of teachers.

11. To make entries in the confidential reports of teachers.

12. To dispose of other office work as assigned to them by D.I.S.

The average number of teachers per supervisor as mentioned previously is five hundred and five. Usually a supervisor is expected to pay three inspection visits during the year to each school in his or her circle. Of these visits one is an announced inspection and the other two are surprise visits. Generally the duration of a surprise visit is not more than one hour. As for the annual inspection it may be described as follows. In practice not more than a day is given for the annual inspection of a primary school, irrespective of its size and the number of teachers working in it, and at the most three hours are devoted to the instructional matters. Due to the double shift system, a majority of the

primary schools meet only for four hours a day. Thus on the basis of calculation the picture will come out to be as follows:

$$\text{Number of teachers per supervisor} = \frac{\text{Total Number of Schools}}{\text{Number of Supervisors}} = \frac{383}{6} = 64.$$

$$\text{Time per teacher per year} = \frac{\text{Total hours spent on 64 schools}}{\text{Number of teachers}}$$

$$\frac{64 \times 5 \text{ hours} \times 60 \text{ minutes}}{505} = 38 \text{ minutes a year.}$$

For the annual inspection the school is informed at least one week ahead, so as to enable the headmaster to keep all the records, etc., ready to be seen.

Generally exhaustive preparations are carried out in the school for inspection. Staff meetings are held. General as well as class announcements are made to the students to get ready for the inspection day. Teachers start completing old correction works, and having more written work done in the exercise books of the students. Special attention is paid to the preparation of maps and charts. Even the students bring the work done by their people at home. Care is taken to clean the premises, the drinking water places, and the W.C. Instructions are given to the students to pay attention to their personal hygiene.

The inspector reaches the school nearly a quarter of an hour after the usual time of the starting of the school. Generally he first goes to the headmaster's office, in order to obtain the preliminary information regarding the distribution of work of the staff. The headmaster keeps all the relevant statements ready for him, including the

schedule of the day, the statements concerning the distribution of work, and the staff and the student attendance.

The inspector proceeds to the various classes with the staff statements and some note sheets and a pencil to write down notes. He also keeps a copy of the syllabus prescribed by the directorate of education, Karachi, and a list of prescribed text books.

The ready made staff statement is somewhat like this:

S. No.	Name of Teacher with Qualifications	Length of Service	Subjects	No. of Periods Per Week	Remarks
1	Sarwar Jahan C.T.	5 years	Geography III	3	
			IV	3	
			V	3	
			Urdu III	6	
			II	6	
			Hygiene V	3	
			IV	3	
			P.T. V	3	
2	Shahida Husain P.T.C.	4 years	History IV	3	
			V	3	
			III	3	
			Urdu IV	6	
			V	6	
			Nature Study III	3	
			Arithmetic IV	6	

When the inspector enters the class the students get up and greet him. Very often the teacher gives her seat to the inspector and she herself keeps standing. Sometimes the headmistress also stays in the room to observe the proceedings. The inspector inspects all the subjects one by one. He also checks whether the prescribed courses have been strictly followed. Either he himself directs questions to the students, or asks the teacher to do so on a particular topic, or he follows both procedures. Sometimes an arithmetic exercise is given to the students to solve, either from the arithmetic text book or from their exercise books. In the meanwhile, the inspector goes through the written work done by the students on the various subjects such as the languages, map drawings, the history and geography notes, hand work, etc., and takes down points on which to direct questions to the students and the teachers after the arithmetic exercise is finished. Particular attention is paid to the teacher's correction work. Sometimes spelling mistakes from the language exercise books are picked and the student concerned is asked to write down the word correctly on the blackboard to see whether the teacher's method of correction was effective. If the student fails to write it correctly, the teacher is requested to take note of it. Uncorrected mistakes on the students exercise books are pointed out to the teacher then and there and she is reminded to be careful. The reply is nothing more than an obedient affirmation. Displeasure is expressed in various ways on the mistakes made by the students. Often the teachers and the students are nervous, while the inspector is in the class, and there is general feeling

of relief when he goes out. With a few exceptions, the inspectors do not generally give demonstration lessons. But all of them keep on taking down notes during the inspection. When the inspector finishes with one class, he rushes to the other, without any formalities. The occasion is strictly very formal and grim for all. If it is a big school and there are several sections of each class, the inspection is so planned as to include at least one subject of each class; for example, when there are four sections of Class V, History of V-A, Geography of V-B, Urdu reading of V-C and Arithmetic of V-D is seen, care is also taken to see at least one subject of each teacher if not all the subjects of all the teachers. After finishing class visits, the inspector goes around to see the drinking water arrangement, the W.C., and the other sanitary aspects of the school building.

Then comes the turn of the stocks and office records. Student attendance registers, admission register, admission forms, teachers attendance register, stock register, examination results register, library register, cash book, acquittance rolls; all are seen and signed by the inspector. Even physical verification of stocks is sometimes done. All this hardly leaves any margin of time with the inspector for group discussion with the teachers who during the time when the inspector is in the office of the headmaster, only strictly maintain the discipline of their respective classes and impatiently wait for his going out of the school gate.

Some of the private schools, inspite of repeated instructions from

the inspectors not to bother about refreshments etc. make elaborate tea or lunch arrangements which of course are discouraged by the inspectors nowadays. Reception and departure of the inspector with flower offerings still prevail.

The headmasters, like the teachers, are anxious to know the results of the 'trial', but usually, either they hardly get a chance to talk of it or if they manage to do so, a brief hurried reply, "You will get the report", stops any further attempt at discussion. Very often displeasure is expressed on various points and the headmaster promises to be careful in future.

The inspection report on the prescribed form is sent to the school within a week of the date of inspection. Sometimes the inspectors register their remarks on the "Headmaster's Logbook", immediately after the inspection and later on send a detailed report. A specimen of report written by the assistant inspectress of schools is reproduced below.

"(The Headmasters?Headmistress Log Book)  
T.K. Jaswani School for Girls, Ranbayn Road  
Dated: 11th November, 1957                      Time: 8:30 a.m.

Inspected the school. The students of Class VII are very weak in English subject. Special attention and hardwork are necessary. The students are weak in science also. Efforts should be made to make the lesson interesting. While teaching English, direct method should be used. Translation method should be stopped.

Subjectwise reports about the work in all the classes will be given in detail in the prescribed Inspection Report Form. Wherever short comings have been pointed out to the teachers they should try to improve. Special atten-

tion should be given to ascertaining that no teacher does her private work like knitting, etc. No one is allowed to do personal and private work during the school hours. If, in future, any teacher is found doing any personal and private work, departmental proceedings will be held against her.

Attendance: Total enrolment - 782  
Present - 649

(Sgd.)  
Assistant Inspectress"

(Copy of the prescribed form of inspection report is attached in the Appendix).

The surprise visits as mentioned before are generally very short. The inspector drops in at any odd hour and sometimes walks straight into the classroom. Very often these visits are paid with the disciplinarian point of view, and the inspector at the end of this visit registers his remarks in the Logbook. No detailed report is sent of this visit, as is done in the case of announced visits.

Copies of all the reports are also sent to the Director of Education for information.

This is the general picture of the activities of the supervisors in connection of instructional supervision. Though officially it has been laid down under their duties and powers to hold meetings with the headmasters, in practice usually no such meetings are held from the point of view of the improvement of instruction. Also, no group work is done with the teachers.

### The Practical Difficulties of the Supervisors

Some of the practical difficulties of the supervisors are mentioned below:

1. Although having the same scale of pay as the trained graduate teacher of a secondary school, the assistant inspector has longer working hours and greater responsibilities. The former does not have to work for more than five hours a day while the official working hours of the latter are 9:00 a.m. to 4:30 p.m. All the inspectors sometimes start their work earlier than 9:00 a.m. when their duty calls them to do so.

The comparison of the responsibilities of these two officials does not need any comment.

Similarly the deputy inspectors are at a disadvantage when their working hours and responsibilities are compared with those of the headmasters of secondary schools who are in the same grade.

2. Fixed travelling allowances of Rs 45/- and 50/- per month are paid to the assistant inspectors and the deputy inspectors of school respectively. These allowances were sanctioned before partition, eleven years ago under different conditions. After partition the number of schools per supervisor has increased. Secondly, due to the industrial, economic and social developments and tremendous increase in population, in the area, conveyance has become one of the main problems of the federal area. It is difficult to get a bus without waiting for hours. And during rush hours it is unusual to get any kind of conveyance at any cost without



wasting several half hours. After you manage to stop an autorikshaw or a taxi, the driver would not take you unless you agree to pay him higher charges than the fixed rate. Usually they do not accept anything less than seven annas per mile.

None of the inspectors travels less than 300 miles during a month. Therefore, the cost amounts to  $300 \times 7 = \text{Rs } \frac{2100}{16} = \text{Rs } 131 \frac{1}{4}$ .

Besides, on many occasions an inspector in his anxiety to be punctual has to spend even as many as Rs 10 to 15 on transport during a day.

3. Office Work of the Assistant Inspectors. A review of the duties and powers of these officers will give an idea that although they do not hold major administrative duties, still they share responsibilities involving much clerical work. They being the officers directly in contact with the teachers, have much of the office correspondence to be conducted through them only. They have to devote time to prepare inspection reports, examination results, recognition reports, etc.

4. Some of the inspectors due to the non-availability of suitable accommodation within a reasonable distance have to live at a distance of more than twelve miles from the office, also from their circle of inspection, with the evident practical difficulties to be faced.

5. The office accommodation provided to the assistant inspectors is very congested. They do not have separate office rooms, with sufficient cooling, lighting and heating arrangements. Neither do they have separate

telephones. Owing to shortage of accommodation at the Directorate, there is no provision for common rooms or meeting rooms in the premises.

#### The Role of the Headmaster as a Supervisor

The headmasters should have main responsibility of supervision. But with the exception of a few recognized schools teaching through the medium of English, generally speaking the schools are not duly benefited by the headmasters. The reasons involve the time element as well as the incompetency of the heads to guide their assistants.

According to the existing rules, the headmaster of a primary school is in full time charge of a class. No additional teacher is sanctioned for the headmaster's class by the government irrespective of the size of the school, but through departmental adjustments, the headmaster of a school of more than 500 students is given a teacher for his class.

The situation in the girls' section is even worse, because of the fact that a large number of lady teachers are involved in heavy domestic responsibilities, and take frequent leaves, with the result that in a school of twelve teachers hardly a day passes when two or three lady teachers are not on leave.

Besides, there are no telephones in the primary schools and for that reason the headmasters have to go to the directorate repeatedly in connection with various administrative and other problems to be settled with the inspectors and others. Here also the headmistresses have to

bother more than the headmasters, because of the fact that there are more problems in their schools than in the boys' schools due to the frequent absence of teachers and the related staff adjustments.

Another duty that wastes much of the time of the headmasters is the collection of the pay of their respective staff from the directorate. Sometimes a whole day is spent by headmasters at the directorate to wait for their turn to receive the pay.

The primary schools do not have office clerks to help the headmasters in office work.

Generally speaking the headmasters of primary schools are hard working but as mentioned earlier they lack a sound general education and personal qualities desirable for such a post. All the headmasters have teacher training but academically a majority of the heads of government primary schools are non-matriculants. The girls' section is comparatively more handicapped in this respect also. Out of 132 headmistresses only three are holders of the Matriculation Certificate, and the rest are middle or seven class pass. It does not mean that better qualified persons are not available. Quite a large number of teachers are trained matriculants and under-graduates. But the existing rules of recruitment of which mention has been made in the previous pages, are responsible for the continuation of this state of affairs. After the establishment of Pakistan, the pre-partition<sup>n</sup> services of the refugee teachers were not counted. Consequently, the local teachers already being in the service became senior to all the new comers. The Muslims of Sind (the area in

which Karachi is) were comparatively more backward than those living in other parts of the subcontinent. Coming from conservative homes, these non-refugee heads, especially the headmistresses, have inadequate social and cultural background. They cannot even write, speak and pronounce Urdu correctly, which is now the national language of West Pakistan, and the medium of instruction in most of the schools.

### CHAPTER III

#### STRONG AND WEAK POINTS OF THE EXISTING SYSTEM OF INSPECTION AND ITS EFFECT ON THE IMPROVEMENT OF INSTRUCTION

That the inspectional staff of elementary schools of Karachi is conscientious and hard working, is evident from the study of the previous chapter of this thesis. The system is so set that inspite of the absence of sufficient personal contact of the supervisor with the teachers and the heads, the daily routine is carried out very promptly and punctually. The heads are willing to follow the instructions of the supervisor, and in their turn enjoy the same promptness and obedience on the part of their teachers.

The teachers are not used to democratic treatment, and sometimes it is difficult to be democratic with those who are not democratic. The authoritarian supervision was better than a policy of laissez-faire which would have been a calamity with a crowd of 3032 teachers, and only six supervisors to deal with them. Therefore for the transition period, the authoritarian attitude suited the needs of the time. But it is high time now that rapid improvement be made in this respect.

To begin with the philosophy of the existing system of supervision, it is observed/one of the factors that contributes to the authoritarian /that attitude is the lack of suitable qualifications on the part of the supervisors. We saw in our study that when the qualifications of the

supervisors are laid down, due care is not taken to specify in detail their personal qualifications. Our study has also revealed that the teachers at the time of inspection are nervous, and afraid of the supervisors. Beside other factors, this strongly reflects on the personal qualifications of the supervisor.

The item next to the personal qualifications of the supervisor is the education of supervisors. We noticed that the minimum academic and professional qualifications for all supervisory posts is B.A.; B.T., that is no special training for the supervisory post. The effects of this omission are evident as will be dealt with in later chapters.

There is no arrangement for an in-service training program for inspectors and heads of primary schools, and therefore, there is little possibility for improvement in their supervisory practices, and consequently little hope for improvement in instruction.

The extraordinarily large number of teachers per supervisor is another factor that is a very serious problem and in several ways preventing the supervisors from helping the teachers to improve instruction. It is even adversely affecting the attitude of the supervisor, who due to lack of time tends to deal with teachers in a way that appears to be autocratic.

The discouraging conditions of service of the supervisors are also affecting the efficiency of their work, and thus produce ill effects on the improvement of instruction. For example when due to the conveyance difficulties in Karachi the supervisor has to waste one or two hours

standing in a queue, waiting for the bus, and afterwards reaches the school, tired and dejected, he will not be, mentally and physically, in his best state to work with teachers for the improvement of instruction. Moreover, the time wasted at the bus stop, can usefully be spent in the school with the teachers.

The policy of granting meager conveyance allowances to the supervisors is more uneconomical in the long run.

#### Office Work

It is uneconomical to employ supervisors in minor office clerical work as mentioned in Chapter II rather than in giving them a chance to supervise instruction.

#### House Accommodation

It is uneconomical to let the supervisor waste his energy and time only for reaching the place of duty. Moreover, the supervisor's post involves human relations, and as such it is necessary that he may at least have such a standard of living that may not be embarrassing to him.

#### Office Accommodation

Office accommodation has its wider effects in the case of supervisory post than other types of routine office, where human relations are

not so prominent. An unpleasant atmosphere tends to foster an unpleasant mood and would adversely affect the solution of various problems.

### The Role of the Headmaster as a Supervisor

The headmasters as mentioned in Chapter II are handicapped in guiding their teachers both due to the lack of means and of time to do so. It is uneconomical to waste their time in frequent office visits at the cost of the supervision of their schools.

The existing rules of recruitment of headmasters of primary schools are not expedient under the extraordinary conditions explained in Chapter II. Many disciplinary problems arise due to the situation that a majority of the teachers are academically more qualified, have better social and cultural background, a better command of language and possess a broader outlook. Even a majority of the students have better command of the spoken and written language, which is the medium of instruction of the school.

The provision made in the confidential report form to state whether the teacher is fit for the headmaster's post, is ineffective in controlling the appointment of unsuitable personnel. The headmasters partly due to their own incompetency to judge the suitability of the teachers for headmastership, and partly to avoid further probable trouble of explaining the reason of unfavorable remarks, always give their opinion in favor of the teacher.



This attitude is also influenced by the departmental practice of appointing assistant headmasters in primary schools purely on the basis of seniority.

### Improvement of Instruction

Now considering the strong and weak points regarding the improvement of instructional supervision which is the most important aspect of the supervision of schools, we observed that the existing system has all the traits of the older type of school as mentioned later on in Chapter IV. The heads and the supervisors do not have sufficient time to devote to instructional supervision, and the procedure to guide the teachers is ineffective. The procedure of class visitation as given in Chapter II indicates that the checking element is the most prominent aspect of the existing system of supervision. There is checking whether the prescribed courses are being followed, the prescribed text books are in use, the prescribed amount of work has been completed according to the prescribed procedures and also whether the teachers are strictly following the schedule prescribed by the headmaster. Thus, much effort is made in diagnosis but the most important aspect that is the remedy receives the least attention. Submitting the written report with one or two suggestions is no guidance. There is very little scope for improvement of instruction under this system, rather it tends to lead to frustration. The teacher having his mistakes pointed out before the students who

evidently know that the inspector had come to check his work, is put in a humiliating position and tends to be frustrated. Under these circumstances there is very little scope for teacher growth and consequently no scope for student growth.

#### Work on Individual Problems

The question of working on individual problems does not arise. Remember - when the supervisor enters the class he "asks about the name of the teacher" and by the time he goes out of the class, most probably he forgets. He is unable even to know the teacher's professional problems, not to speak of his private problems that are very much related to his profession. So there is no scope for leadership, guidance, democratic cooperation and all the rest of the modern concepts of supervision.

#### Group Work

And of course every one is too busy to conduct any group work with the teachers.

#### Curriculum Development

So far as the developing of curriculum is concerned, it has been stated in Chapter II that the supervisor goes into the class with a copy of the prescribed syllabus, and this is carefully checked and compared with the completed class work. Also, the specimen staff statement given

in Chapter II shows how the various subjects are disassociated from each other, each fixed under a different teacher. There is hardly any scope in the existing system of education for curriculum development by the teachers and the pupils.

Another weakness of the existing system of supervision is the absence of evaluation of work, in its modern sense. As mentioned in Chapter II student's mastery of facts is tested with concentration on individual subjects, and there is no attention for the balanced development of the child. The evaluation of teachers' work is restricted to this narrow objective.

#### School Community Relation

The relation of the school to the community is also another omission from the existing system of our education; consequently, the supervisors do not even think of evaluating this aspect of pupil growth.

## CHAPTER IV

### MODERN CONCEPT OF SUPERVISION

#### Change of Concept of Supervision

As mentioned in the earlier chapter the purpose of supervision of any group activity is to ascertain that it is carried out well, and also to guide the members of the group, so that the goals may be attained. In other words the trend of supervision is directed by the aims and objectives of the group to be directed. Therefore, the concept of educational supervision will be in accordance with the philosophy of education. In order to proceed to write on the modern concept of supervision it is necessary to mention the difference between the instruction of old and new type of schools. The two have been concisely differentiated as stated below.

The old versus the new in instruction - the older type of school (a) emphasized the teacher and the text book, (b) considered factual knowledge of primary importance, (c) accepted the doctrine of full transfer of training, (d) emphasized learning by listening and reading. The teacher was a tester of the students' mastery of facts in the text book.

The newer type of school (a) emphasizes the needs of students, their growth and development; (b) considers the development of habits and attitudes and the understanding of concepts as of primary importance; (c) accepts limited transfer of training; (d) considers education as growth through self activity. Because of (c) and (d), a variety of teaching procedures are used, such as classroom discussion, the problem method and the project method. Also the teacher is considered as a director of students learning activities.<sup>1</sup>

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<sup>1</sup>Notes on the course Education 213, A.U.B. p. 30.

Evidently the type of supervision that was required to achieve the goals of the older type of school will not be suitable for the requirements of the newer type of school. Supervision is apt to be authoritarian where the supervisor is expected to evaluate the factual knowledge, while to create an atmosphere conducive to good democratic habits it is also necessary for the supervisor to follow the democratic principles. And the last sentence of the above quotation "the teacher is considered as a director of the students' learning activities" is in harmony with the statement of Spears, regarding the modern concept of supervision when he sums it up in one sentence by saying:

Supervision has gradually moved from the improvement of instruction to the improvement of learning.<sup>2</sup>

This interpretation of school supervision has a much broader base, than instructional supervision and would necessitate that the help to be given to the teacher by the supervisor would extend far beyond the teaching act itself, and it would lead to an important phase of modern supervision, namely the human relationship and its concern for democratic values. So, modern supervision is bound to be democratic.

To consider other features of modern supervision we will have to refer back to the quotation on the newer type of school.

..... a variety of teaching procedures are used such as classroom discussion, the problem method and the project method.

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<sup>2</sup>Harold Spears, Improving the Supervision of Instruction. New York, Prentice-Hall, p. 90.

If the supervisor is at all to be of any help to the teacher to enable him to progress in the above quoted procedure of teaching, he will at least have to provide a suitable atmosphere for the teacher that may enable him to try and experiment to improve his method or to discover new methods and values. Thus modern supervision in order to coincide with the aims of the modern school has to be creative.

To sum up the above discussion we conclude that with the change of the philosophy of education, the concept of supervision has changed. Instead of merely concentrating on the evaluation of subject matter it is taking the form of cooperative educational leadership. For the sake of brevity a comparative study of the traditional and the modern type of supervision will not be discussed here in detail. Most of the readers of this study will have had a fair idea of the traditional system of supervision which is more or less the same as that dealt with in Chapters II and III written on the present system of inspection of elementary schools in Karachi. But a comparison between the two types in a few sentences may be expressed as follows. The older type is autocratic or dictatorial. It implies that the supervisor issues his instructions and expects that teachers should obey without any expression of views, and he who does not obey has to suffer. This type of supervision as indicated in Chapter II is resented by teachers who look upon the inspector as a policeman whose main aim is checking and reporting.

### Principles of Modern Supervision

The modern type of supervision is democratic, scientific and creative. It implies the following principles: leadership, cooperation, tact, objectivity, creativity, integration, planning, flexibility and evaluation.

In fact all the above mentioned aspects of modern supervision and the principles that they imply are co-related and interdependent. Their classification is only for the purposes of emphasis and analysis. And for the same reason it is felt necessary to state each of these principles separately.

Leadership and Cooperation. To begin with the democratic aspect, one may ask why is modern supervision democratic? Because under the modern system of supervision a teacher's individuality is respected, and in order to give him the opportunity to develop his potentiality, it is necessary to allow him to participate in discussions and to express his views. The democratic supervisor instead of playing the role of a boss or an outward authority assumes the attitude of a leader, proves his ability in dealing with teachers' problems and depends upon their cooperation in solving these problems. His authority does not merely lie in his official position or in the mimeographed sheet containing a set of rules, issued every now and then under his signature, which is generally filed with an unpleasant feeling. It is derived from his personality which inspires respect and confidence and touches the heart and soul of every teacher and the

others concerned. They are all one with him. As opposed to the authoritarian supervision that dampens the spirit of the teacher on the one hand, and on the other does not spare the supervisor himself of the strain of stern attitude, the democratic supervision is "blessed twice - it blesses the person who gives and the person who takes." That is on the one hand the teachers and the others concerned feel encouraged, inspired and even more enthusiastic for the achievement of common goal and on the other hand, the supervisor himself receives the pleasure which is always the natural outcome of cooperative work.

Cooperation does not only mean participation in an activity to attain a certain goal, but it also implies the development of self-respect and of the feeling of responsibility on the part of the teacher when he feels that he is a co-worker and not a slave. Cooperation may be between the supervisor and (i) one teacher or (ii) a group of teachers. In the first case, if the supervisor finds a defect in a teacher's method, he suggests to him another method and urges him to try it and report results. The teacher feels that he is participating in an experiment and he willingly undertakes it. In the second case, the supervisor holds a meeting for a group of teachers and requests them to discuss certain problems. If the supervisor is an able leader, he can manage the meeting in a way that would lead to satisfactory results.<sup>3</sup>

This attitude of cooperation also lightens the work of the supervisor. Having confidence in his co-workers he has peace of mind. He does not have to be on guard like a policeman. It is discipline "from within" on the part of teachers, the action is natural and spontaneous; and as Wiles quotes Witter Bynner

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<sup>3</sup>Notes on the course, Education 213, A.U.B. p. 32.



A leader is best  
 When people barely know that he exists  
 Not so good when people obey and acclaim him,  
 Worst when they despise him.  
 'Fail to honour people  
 They fail to honour you';  
 But of a good leader, who talks little,  
 When his work done, his aim fulfilled,  
 They will all say, 'We did this ourselves'.<sup>4</sup>

But of course such high objectives cannot be achieved without deliberate effort on the part of the supervisor and without tact. Tact means considerateness, sympathy and wisdom in handling human relations.

Tact. A tactful supervisor through his gestures and words lets the teacher feel that he respects him and thus creates a feeling of security instead of worry, hatred and dissatisfaction. This attitude carries wider effects even to the homes of the pupils and the teachers. Because as Wiles says,

The type of experiences a person has determines the attitudes, values and point of view he develops. If his experiences with people are pleasant ones where his personality is respected, he comes to believe in the worth of personality and to be concerned about the feelings of others. The supervisor builds for good human relations or hinders them by the way he treats people.<sup>5</sup>

But this does not mean that the supervisor should flatter teachers or seek cheap popularity. He is fair and firm with sympathy. He gives patient hearing to the people in difficulty and when he indicates defects or clarifies misunderstanding, he begins with the praise of the good

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<sup>4</sup>Kimball Wiles, Supervision for Better Schools, New York, Prentice-Hall, pp. 34-35.

<sup>5</sup>Ibid., p. 86.

aspects of the issue. In this way, he can easily disarm an excited teacher or parent and bring him back to his normal state.

Creativity. To proceed now to creative supervision. All supervision as Ayer says, "is directed toward creative outcomes, but whereas the emphasis in democratic supervision is placed primarily upon cooperative processes and the emphasis in scientific supervision is placed primarily upon objective processes, the emphasis in creative supervision is placed primarily upon originating processes."<sup>6</sup>

As indicated before, in order to meet the requirements of the modern procedure of learning it is necessary that an atmosphere conducive to experimentation and discovery of newer procedures of learning be provided. Therefore, "the provision of an environment that will encourage creative action on the part of pupils, teachers, and supervisors must be considered the major goal of creative supervision."<sup>7</sup> Some of the skills contributory to such an atmosphere have been suggested by Wiles as under.

Creativeness in teaching.....  
It is encouraged by the attitude of the supervisor, by the removal of unnecessary restrictions, by demonstrations of belief in the ability of teachers to make intelligent decisions, by providing a wide range of materials and the financial means of securing those not available, and by placing the emphasis on proving why improvement should not be attempted rather than proving, why any new procedure should be tried.<sup>8</sup>

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<sup>6</sup>Fred C. Ayer. Fundamentals of Instructional Supervision. New York: Harper and Brothers, 1954, p. 184.

<sup>7</sup>Ibid., p. 210.

<sup>8</sup>Kimball Wiles. Supervision for Better Schools. New York: Prentice-Hall, 1950, p. 82.

Thus the supervisor cannot remain as a passive observer. His active participation for the promotion of creativity is indispensable.

Supervision in addition to providing opportunities for creative contribution will deliberately seek latent talent, will deliberately manipulate the environment to provide settings for creative expression.<sup>9</sup>

Integration. For an atmosphere conducive to learning it is necessary that all the aspects of education be integrated. It is for this reason that modern education treats the child as one unit and requires that the supervisor instead of concentrating on individual courses should keep the general balanced development of the child in view. He keeps in mind that learning should vitally be related to the needs of the learner and be so organized as to enable him to develop into a well-adjusted member of the community. In other words, a child centered curriculum is recommended, which is "characterized by individualized integration in which the chief features are developmental tasks, activity and experience units, considerateness, freedom, mental health, self expression, and personality adjustment."<sup>10</sup>

Objectivity. The above mentioned principles and practices of supervision involve the scientific aspect of supervision which means resorting to objectivity and the scientific method in research and problem

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<sup>9</sup>A.S. Barr, W.H. Burton, and L.J. Brueckner. Supervision. New York: Appleton-Century-Crofts, 1947, p. 62.

<sup>10</sup>Fred C. Ayer. Fundamentals of Instructional Supervision. New York: Harper and Brothers, 1954, p. 246.

solving. The scientific supervision as Barr, Burton and Bruckner say "is critical, analytic, discriminating, and objective in thinking."<sup>11</sup> Scientific supervision does not arrive at conclusions on the basis of prejudice. The aim of this aspect of supervision is to discover strong and weak points in teaching and where necessary to prescribe a remedy.

Planning. The scientific approach needs planning. In fact no activity can succeed without proper planning. As the teacher is expected to plan his work, so the supervisor is expected to plan his, and so the whole system is to be planned. Because without any particular goal or end in view, the work of the supervisor will become mechanical routine with no scope for creativity, improvement or progress.

Flexibility. But planning does not mean that whatever is planned once must be followed irrespective of its implications. Good planning is subject to modification according to the varying circumstances. This is called flexibility of the program. Individuals differ, communities differ and environments differ. What is beneficial to one school might not be suitable for another. To be consistent with the modern philosophy of education as mentioned before, the modern teacher and the modern supervisors are expected to be reasonable enough to modify their plans to suit every particular case. Flexibility is possible in the duration of working hours, in the variation of school books, means of illustration, projects, and curriculum prescribed, and in several other aspects according to the situation.

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<sup>11</sup>A.S. Barr, W.H. Burton, and L.J. Brueckner. Supervision. New York, Appleton-Century-Crofts, 1947, p. 61.

The increased interest in freedom and creativity... together with the growing knowledge of individual differences gradually gave rise to a belief that prescriptive standards of instruction and rigid program of supervision prevent initiative on the part of teachers and do not permit the kind of teaching best adapted to the developmental needs of children.<sup>12</sup>

What has been said regarding flexibility and planning in the previous pages leads to the importance of evaluation, because "evaluation is the process of making judgments that are to be used as a basis for planning". "It consists of establishing goals, collecting evidence, concerning growth or lack of growth toward goals, making judgments about the evidence, and revising procedures and goals in light of the judgments. It is a procedure for improving the product, the process, and even the goals themselves.

Evaluation is an important phase of group leadership. It is the procedure through which a supervisor can bring about group self improvement."<sup>13</sup>

The last sentence of the above quotation reminds one of Wiles' differentiation between rating and evaluation. While condemning the traditional system of rating as a method of improving instruction, Wiles recommends that the supervisors should help the teachers to evaluate their own work. Self evaluation is an important part of the modern procedure of learning - pupils, teachers, and the supervisors all have to evaluate their achievement before and after proceeding further. But to depend solely on teacher evaluation would be too high an objective to be achieved

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<sup>12</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, New York, Harper Brothers, 1954, p. 373.

<sup>13</sup>Kimball Wiles, Supervision for Better Schools, New York, Prentice-Hall, 1950, p. 248.

under normal conditions, and in practice the supervisors have to supplement self evaluation of teachers by actively participating in evaluation work.

How much responsibility should be shifted to the groups and the individuals should vary according to the type and competency of the groups and the individuals concerned. The ultimate responsibility is that of the supervisors who have to evaluate the intellectual, social and moral growth of students, the efficiency of teachers and the suitability of method and curricula, which in other words comprise pupil growth, teacher growth and the relation of the school to the community.

Since this chapter is a preliminary study to the final chapter which is "Proposed Program for Karachi", it will not be out of place to quote an exemplary program of supervision. Following is the Montgomery County Plan as quoted by Spears in his book, "Improving the Supervision of Instruction."

#### The Montgomery County Plan

In Montgomery County, Maryland, the 32,570 pupils are served by 1,210 teachers in 71 schools: 56 elementary, 2 elementary-high, 7 junior high, junior-senior high and 3 senior high schools. The 29 positions that might be called supervisory are as follows:

- 8 Elementary General Supervisors.
- 4 High School General Supervisors.
- 1 Audio-Visual Supervisor.
- 1 Art Supervisor.
- 1 Library Service Supervisor.
- 1 Physical Education Supervisor.
- 1 Home Arts Supervisor.
- 1 Special Education Supervisor.
- 1 Curriculum Development Supervisor.
- 1 Supervisor of Pupil Personnel.

- 1 Psychologist.
- 1 Test and Measurement Supervisor.
- 5 Visiting Teachers.
- 2 Assistant Superintendents in charge of education.

The major part of supervisory time is given to direct classroom help. The programs of first and second year teachers have major emphasis in this part of the work. This help is given by direct classroom supervision, demonstrations, group planning by grades, conferences, and miscellaneous activities such as provision of materials.

The supervisor in charge of curriculum development for the elementary schools directs this planning through a co-ordinated program involving supervisors, principals and teachers. The work with any one school staff is done within the framework of the county course of study, which is prepared by teachers, principals, and supervisors in summer workshops.....

Course of study materials are prepared as needed through summer workshops usually scheduled for one month. For instance recent workshops emphasized resource materials in such fields as mathematics, science, junior high school core program, and programs for slow learners. These workshops are under the direction of the assistant superintendent in charge of instruction, assisted by the supervisors.

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 ....., supervisors in Maryland's Montgomery County find a major problem to be that of load, which tends to preclude enough time for working with better teachers for encouragement, experimentation, and growth for the total system.

The supervisory staff works to build techniques for facing these problems through regular staff meetings, committees,<sup>14</sup> and attendance at various types of professional meetings.

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<sup>14</sup> Harold Spears. The Supervision of Instruction. New York, Prentice-Hall, Inc., pp. 141-142.

## CHAPTER V

### PROPOSED PROGRAM FOR KARACHI

#### Qualifications of Supervision

What has been said in the previous four chapters brings out the importance of the supervisor's qualifications in connection with the supervision of schools. Can supervision be 'democratic', 'scientific', and 'creative' without the supervisor being democratic in his attitude, scientific in his judgment and creative in his thinking and action? In other words the principles that modern supervision implies centre around the qualifications of the supervisors. Like other posts, different systems of education generally have some minimum requirements for the post of supervisors, for example in the Australian system, "A supervisor is expected to possess the following attributes and qualifications: a sympathetic and stimulating personality, sound judgment, ability as an organizer and interest in educational thought and practice, an outstanding record as a teacher and a university degree."<sup>1</sup>

Spears in his concluding paragraph on the subject says, "Among other qualities that serve the supervisor well are deep loyalty, the desire to serve rather than to dominate, unselfishness, and a knowledge

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<sup>1</sup>Scottish Education Department, Primary Education, A report of the Advisory Council on Education in Scotland, 1946, p. 80.



of the work to be done."<sup>2</sup>

Referring back to recruitment rules for the post of supervisor in Karachi, one finds it necessary that in addition to the existing requirements for the post, personal qualifications be also laid down. This will of course involve the straightening of the philosophy of supervision which is very much inter-related to the philosophy of education. With regard to the recruitment procedure of the Deputy Inspectors, as described in Chapter II on page 14, care should be taken to give more weight to merit rather than to seniority. And even in considering merit it should be merit in respect with the suitability for the 'inspectional' post, not for the post that the teacher is holding, i.e. the present post.

As for the recruitment of the assistant inspectors, the members of the selection board cannot estimate the personal qualities of the candidates during the interview of a few minutes duration. There is however provision in the form of the annual confidential report on teachers to let the headmaster express his opinion whether the teacher is fit for the inspection line. But again this is only in theory. Not even one percent of the <sup>head</sup>teachers are conscious of all the character traits or personal qualifications desirable for a supervisor. So the remedy lies in training the headmasters of secondary schools, to enable them to realize the significance of the qualifications of a supervisor, so that they may keep these qualifications in view while supervising the work of their

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<sup>2</sup>Harold Spears, Improving the Supervision of Instruction, New York, Prentice-Hall, Inc., 1955, p. 171.

staff and submitting reports. They may further be directed to prepare a confidential list of the most competent personnel for the office of supervision. The administrative authorities and the supervisors in their turn may keep this list of the suitable candidates in view while visiting the respective schools to verify the headmaster's views as much as possible.

### Education of Supervisors

Though it is true that natural temperament and the early home and school background play an important part in the development of personal characteristics, yet training and the right type of education is also very important. This education of supervisors can roughly be divided into three parts.

1. Professional training of the inspectional staff in the purposes and techniques of inspection and supervision.
2. In-service training program for inspectors.
3. In-service training program for heads of primary schools.

### Professional Training of the Inspectorial Staff in the Purposes and Techniques of Inspection and Supervision

As already mentioned in Chapter II none of the present assistant inspectors possess/any special professional training in the purposes and /es techniques of inspection and supervision. The chief reason is the lack of provision in the educational system of the country for special courses

related to supervision. This has also been indicated by the Planning Board in their statement, "... the lack of courses for special groups of personnel, such as inspectors."<sup>3</sup> The same anxiety has been expressed by the Regional Seminar on Primary School Curriculum, when they say "To enable the inspectors to work effectively with teachers, they must be professionally trained."<sup>4</sup>

The question now arises, when, where and how to train them? So far as this limited research goes, it appears that no such specific program has been or is being made in Pakistan. In America "most states provide for a supervisor's certificate today. The one who qualifies for the certificate in Texas must hold a master's degree, must have had three years of successful teaching service at the level to be supervised, and must present 18 hours of advanced course credits in these fields: supervision of instruction, curriculum and methods, child development, and school administration. Half of the work shall be specifically in the field of supervision of instruction."<sup>5</sup> "In California, the requirements for an elementary school supervision credential include 24 semester hours of upper division or graduate work in addition to holding the general elementary credential. Training shall have included work in the

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<sup>3</sup> Government of Pakistan, The First Five Year Plan (1955-60). Education and Training, Planning Board, May, 1956, p. 68.

<sup>4</sup> Ministry of Education, Government of Pakistan, Report and Recommendations of the Regional Seminar on Primary School Curriculum, for South Asia, Government of Pakistan Press, Karachi, p. 18.

<sup>5</sup> Harold Spears, Improving the Supervision of Instruction, New York, Prentice Hall, Inc., 1955, p. 169.

principles and practices of curriculum construction, evaluation and measurement of educational achievement, counseling and guidance, child study, and parent education. The graduate or under-graduate training shall include work in organization and administration, supervision of instruction and curriculum in the elementary schools. Two years of successful teaching in an elementary school are also required."<sup>6</sup>

There is no comparison between the qualifications of our supervisory staff and of those who are trained according to the above quoted system.

Therefore, it is suggested that efforts should be made to introduce in the education system of Karachi, special courses for supervisor's training. This proposal will be quite practicable if a few competent professors are added to the existing staff of the Central Government Teachers' Training College, in Karachi. The details with its financial implications will have to be worked out by a committee of experts. But the Directorate of Education, Karachi, in the interest of the improvement of their own schools, should take the initiative to give such suggestions to the authorities concerned.

#### In-Service Training Program for Inspectors

Till such times that the supervisory courses are introduced and the supervisors are trained, an in-service training program for inspectors

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<sup>6</sup>Ibid., p. 170.

should immediately be started, which of course should not lose much of its importance after the introduction of the regular supervisory courses, because "whatever we regard as the essential qualities in an inspector, our practical tasks will always be to secure men and women with potentialities for the particular kind of leadership which guidance requires and to help them to prepare themselves for the actual job. In practice this does not simply mean initial preparation but the opportunity for continuous education and progressive enrichment of experience."<sup>7</sup>

The main responsibility of in-service training of inspectors lies with the system and organization of the supervisory program. Supervisors are considered to be teachers of teachers, and have the tremendous responsibility in a nation building program, especially in the newly established state of Pakistan, as emphasized in the introduction of this study. But when their powers are limited, when they do not have the liberty, opportunity and time to implement, suggest and propagate progressive ideas in education, and above all when their morale is crushed, much time and money spent on the education or reeducation of supervisors might create frustration in them, which is worse still, because "the maintenance of morale among inspectors is a sine quanon if they themselves are to help to maintain the morale of teachers."<sup>8</sup>

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<sup>7</sup>Berr Morris, National Foundation of Educational Research in England and Wales ..... Education Abstract, Inspection and Supervision of Schools, UNESCO, Vol. VIII No. 5, May, 1956, p. 6.

<sup>8</sup>Ibid., p. 7.

This issue will further be taken up later in connection with the number of supervisors required and conditions of service. The chief intention in bringing in this point here is to emphasize that in order that in-service training may be fruitful the supervisors should at least be given time and liberty to think, organize and implement the principles and practices of progressive education, suited to meet the requirements of the community and the country at large.

The second suggestion is that (i) the two training schools for primary and lower secondary teachers under the Directorate of Education be affiliated to the Central Government Teachers' College, (ii) the supervisory posts at the Directorate of Education, Karachi, be made interchangeable with the lecturers' posts at the same College. The period of study at either type of posts should specifically be laid down after taking all the related facts into consideration. This arrangement will in the first instance bring in better qualified personnel on the supervisory staff. Secondly, the lecturers will be face to face with the practical problems prevalent in the primary schools of Karachi, and the supervisors will be better in touch with the latest procedures of learning and the progress of education in general. Also, their activities related to their professional growth will be facilitated in various ways by the said college. It will be a direct safeguard against the threat of deterioration of education as mentioned in Chapter II.

The third suggestion is that when the staff under the Directorate is recommended for foreign training, the supervisors of the primary

schools should be given due consideration. As mentioned in Chapter II, of the six assistant inspectors only one could take foreign training of a few months duration and even that is not related to his supervisory responsibilities. Most of the benefit of foreign training goes to the secondary school teachers and inspectional staff, which is not fair in the interest of primary schools and should be taken care of.

Another suggestion is that so long as the Government of Pakistan is spending a large sum of money every year in different forms for sending its personnel abroad, and foreign governmental and private agencies such as Asia Foundation and the Ford Foundation are giving big donations for different educational projects in the country, it will be a very economical investment if a portion of these amounts is directed to spending over the organization of short term refresher courses on 'school supervision', at some convenient time of the year. The Central Government Teachers' Training College can be of great help in this respect. One or two professors experienced in the field of supervision and administration might be invited from foreign universities to give further help and incentive to the local experts. This arrangement of inviting the foreigners will be beneficial even for the Training College staff itself.

The fifth suggestion is that not only there should be frequent meetings of the supervisory staff working in Karachi, but every possible facility should be given to the supervisors to enable them to meet the inspectional staff in other parts of Pakistan to discuss with them common problems and to derive mutual inspiration from an exchange of ideas.

The last suggestion is that there be special provision in the budget of the Directorate to meet the incidental expenditure related to the professional activities of the supervisors.

#### In-Service Training Program for the Heads of Primary Schools

One of the most effective agents of supervision is the head of the school himself. It is very interesting to note that, though functioning under the same management and more or less with the same type of community, different schools have different tones and atmospheres of learning. The credit or discredit of this difference goes to the heads. They are more directly responsible for the supervision of their schools than the supervisors. Unfortunately, heads of our primary schools are handicapped by their limited academic and professional qualifications. Experience or, to state it in more befitting words, their length of service is of little use to the school, without adequate professional and academic qualifications.

As suggested in the case of supervisors, special regular pre-service training courses for the heads are also necessary; but these training courses will not be of much value unless the existing recruitment rules for heads of primary schools, about which suggestions will be given in later pages, are revised. For the present the issue of giving a reorientation course to those who are already holding this responsibility should be seriously considered.



To train 383 heads of primary schools is not an easy task. But this is the most important item in the program of the improvement of supervision of elementary schools. According to the present practice headmasters are selected on the basis of seniority, although whatever limited professional training they received may have become outdated. They may be confident of their experience, but as will be indicated later, this experience instead of proving to be an asset has become a liability. To leave ninety thousand growing minds of the ages from 6 to 10, of a young state under the charge of those who only think of "good old days" and try their best to stick to the system they are used to is very alarmingly putting the clock of the country's progress back. It is therefore suggested that a committee of responsible educationists be formed including the Director of Education, Karachi, the Principal of Central Government Training College, Heads of Training Schools, the Deputy Inspectors of Schools, and two representatives of Heads of Primary Schools to consider all the aspects of the program of in-service training of the heads of primary schools.

It is strongly felt that there is need for two sets of programs. One is to establish a regular program in the system of education to enable the heads to keep their knowledge up to date and contribute to the progress of education, and the other is to give a reorientation course to the whole group immediately.

While framing these programs, those concerned may have to keep the following points in view.

1. The training of the heads should not be at the cost of the general routine of the schools.
2. Monetary implications on the part of trainees.
3. Compensation for work during vacations.
4. The number of heads of primary schools is too big to be taken up in one group.
5. Even general educational background of the heads is very limited.
6. The heads may not like the idea of sitting for an examination.
7. Due to their traditionalism the heads might not be able to appreciate the importance of such a course.

The above mentioned problems are specially related to the short-term reorientation course, and the following considerations arranged respectively as the problems set out, may prove to be helpful.

1. The courses may be arranged during the summer vacation which is generally of seven weeks duration.
2. A fixed allowance sufficient to cover the conveyance and other initial expenses be given to all the trainees.
3. The trainees be entitled to leave, of at least half the period of training, with full pay at any other convenient time of the year.
4. The program be spread over several summer courses. The headmasters be divided into several convenient groups according to the urgency of the case, and those who need the training most be given priority.

5. The procedure of training be so planned as to suit the grasping capacity of the trainees. It may be somewhat on the lines of fundamental education in some of its aspects.
6. Written examinations may be made optional, but regular attendance and active participation in group discussions be insisted upon. As an alternative to examinations, the group might be asked to write papers on the topics discussed.
7. The organizers should be very tactful to convince the trainees of the necessity of the program in various impressive ways. For instance Qaide-Azam-Mohammed Ali Jinnah's message may be read out to them to emphasize that after independence the philosophy of education has changed. Also the in-service practices in other parts of the world may be brought to their notice through pictures, films, group discussion and relevant literature on the subject.

The following suggestions may be useful for the permanent program.

For the benefit of all heads in general, and traditional heads in particular; all the 383 heads be organized in small groups of not more than 25 members each. In this group formation special care should be taken to include teachers who may have leadership capacity, and are competent to serve as resource members. If considered feasible, one or two senior teachers of government secondary schools may be included in each group for further help. The supervisors and other administrators

might hold formal and informal meetings with the group leaders in order to give them suggestions for carrying on different educational activities.

The details of the activities and how these may be carried on will not be gone into here. In fact they will vary according to the situation and "in trying to reach its goal, the in-service program will wander down every avenue that is open. It will sit in the curriculum committee room; it will get out into the community; it will study the child and the various other aspects of pedagogy. But inspite of all its ramification, it will find its true distinction in its original goal - the general professional growth of the teachers."<sup>9</sup>

In short, the most important objective of the in-service training of the heads of primary schools should be to break down their traditionalism, and to help them realize their responsibility to contribute to the progress in education consistent with its modern trends.

#### Number of Supervisors Required and Conditions of Service

In Chapters II and III it has been emphasized that some of the factors contributory to the weakness of the existing system of supervision of elementary schools in Karachi are that the supervisors are over-worked and the conditions of service are unattractive and discouraging.

Mr. Shamsul Huq in his study on compulsory education in Pakistan while commenting on factors that account for the ineffectiveness of school

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<sup>9</sup> Harold Spears, Improving the Supervision of Instruction, New York, Prentice-Hall, Inc., 1955, p. 364.

inspection says "Several factors seem to account for this: (a) The inadequacy of the inspectional staff. (b) The many disadvantages under which the lower inspectors have to work... (c) The financial allotment for travelling allowance is not always sufficient for tours... (g) Much of the subordinate inspector's time is now taken up by clerical work."<sup>10</sup>

The educational conference held at Karachi in 1951 recommended additional inspectional staff. It says, "It is axiomatic that the efficiency of a school depends to a large extent on the quality and frequency of inspectors". "Both the existing schools and the new ones to be established under the plan require additional inspectional staff."<sup>11</sup>

The problem has persisted, and the need for additional inspectional staff was again expressed in the report of First Five Year Plan in 1956 in these words. "The situation has worsened with the rapid increase in the number of schools without a commensurate increase in the number and quality of inspectional staff."<sup>12</sup> The Regional Seminar on Primary School Curriculum for South Asia held in Karachi in 1956 recommended the increase of the strength of the inspectional staff.

To combat the evil of authoritarian supervision it is necessary that the number of supervisors be increased. So the question arises how

<sup>10</sup> Mohammad Shamsul Huq, Compulsory Education in Pakistan, UNESCO, pp. 59-61.

<sup>11</sup> Government of Pakistan, Proceedings of Educational Conference held at Karachi, Government of Pakistan Press, Karachi, 1956.

<sup>12</sup> Government of Pakistan, The First Five Year Plan (1955-60), Education and Training, Planning Board, May, 1956, p. 40.

many supervisors are to be added to the existing supervisory staff? As mentioned in Chapter I the ideal number is fifty teachers per supervisor, which means  $\frac{3032}{50} = 61$  approximately. But taking its financial implication into consideration, no one would give the impracticable suggestion that  $61 - 6 = 55$  supervisory positions be added to the inspectional staff of the directorate of education. As our present financial position does not permit this easy distribution of work on the basis of number of teachers per supervisor, we have to be more careful in the distribution of work, which should be on the merit of the situation, that is the number of teachers per supervisor should be fixed according to the extent of help that is required by a certain group of teachers. Also to be economical it is necessary that the system be well organized.

A review of Chapter II will enable the reader to appreciate that the girls' section is comparatively more handicapped than the boys' section in several ways.

#### Boys' Section

#### Girls' Section

- |  |   |
|--|---|
| <p>1. Deputy Inspector who is the administrative officer has full jurisdiction over primary schools.</p> | <p>1. Officially the inspectress of schools is the administrative officer of primary schools but in practice the major load of the administration of primary schools falls on the Deputy Inspectress.</p> |
| <p>2. In the boys' section there is a separate officer for the secondary</p>                             | <p>2. The Inspectress and the Deputy Inspectress share the responsibility</p>   |

Boys' SectionGirls' Section

majority of lady teachers have heavy domestic responsibilities.

9. There are four assistant inspectors in boys' section; therefore excluding the administrative officer, the average of teachers per supervisor is,  $\frac{1824}{4} = 456$ .

8. More arrears of work to be cleared.

9. There are only two assistant inspectors in the girls' section; therefore, excluding the administrative officers, the average of teachers per supervisor is:  $\frac{1208}{2} = 604$ .

Therefore in order to proceed to improve the supervision of elementary schools in Karachi, the first action should be to remove the confusion of divided responsibilities on the part of the two administrative officers in the girls' section. The inspectress like the inspector should be freed from all administrative responsibilities of the primary schools. The deputy inspectress should be given independent administrative charge of these schools with a separate office establishment as in the boys' section, and she should have no responsibilities connected with the secondary schools. The financial implications of this adjustment will be some recurring and non-recurring expenditure for the establishment of a separate office for the deputy inspector, which will require additional clerical staff. The details of expenditure will not be dealt with here, but owing to the importance of this item of improvement, it will prove to be more economical in the long run.

Boys' Section

schools, and the primary school officers have no other responsibilities besides those related to primary schools.

3. Duties clearly defined.
4. Deputy Inspector free to use discretion, and therefore has scope for initiative.
5. The D.I.S. has an independent office establishment, therefore no such complications as mentioned under item five in the adjoining column.

6.(No such situations as described  
7.(  
8.(under items 6, 7 and 8, in the  
adjoining column.

Girls' Section

of inspection of secondary schools and the former officer is also performing the duties of administrative officer of girls' secondary schools.

3. Divided responsibility.
4. Deputy Inspector bound by other officers' decisions and no scope for initiative.
5. Divided authority, overlapping and duplication of work, for the office clerical staff, which reflects on the efficiency of office work, and ultimately the officers have to share the load of the clerical staff.
6. The above marked five factors with their related evils are discouraging for the morale of the officers concerned.
7. Comparatively more administrative problems due to the fact that a



After bringing the status of the administrative officers in the girls' section parallel to that of the boys' section, we will go back to the issue of the number of supervisors.

An exemplary program of supervision under the American system of education quoted at the/of Chapter IV includes 29 posts for 1,210 teachers,/end which gives an average of less than 42 teachers per supervisor. In addition to this they have other supervisory positions intermediary between that of supervisor and teachers, like the 'supervising teachers'. Moreover, their conditions are normal and they are not facing extraordinary problem as Karachi is facing.

Although our financial position as I said earlier does not allow us to follow this example to its full extent, we can take some suggestions from this as well as from programs of supervision prevalent in other countries, that may be more practicable for us.

"The state of Victoria, for example, for 185,451 primary pupils, 8,658 primary teachers and 2,064 primary schools employs thirty one inspectors and sixteen full-time supervisors and welfare officers in addition to head teachers and heads of departments."<sup>13</sup> That means  $\frac{8,658}{47}$  equals nearly 184 teachers per supervisor. Considering the seriousness of the problem of our primary schools, as stated in previous pages, especially the traditionalism of the heads, we should have a smaller number of teachers per supervisor than the said Victorian system, but I

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<sup>13</sup> UNESCO, Compulsory Education in Australia, UNESCO, 1951, p. 73.

shall for the present confine my suggestions to more or less the same number. To begin with let us estimate the supervisory posts at the rate of 200 teachers per supervisor. According to this calculation the supervisory posts for boys and girls schools respectively will be as under:

In boys' schools:  $1824 \div 200 = 9$ .

For girls' schools:  $1208 \div 200 = 6$ .

In addition to these six posts for girls' schools there should be one more supervisor to compensate for the additional administrative problems that arise due to a large number of lady teachers going on leave. So the proportion between the supervisory posts of boys' and girls' sections will be 9 : 7. The present number of supervisors for both sections is six.

There is another problem of having specialists in different fields of supervision. To refer back to our example of the Montgomery plan quoted in Chapter IV at page 53, there are ten different supervisory positions, the importance of each of which is undebatable in the modern system of education. And considering our problems we might require even more specialists in some other fields. But owing to the present financial stringency, the appointment of some of the specialists will have to be postponed till such times as the financial position permits. Nevertheless, the comparative importance of each of the positions in view, in relation to the needs of the area, appears to necessitate the inclusion of the following specialists in the supervisory establishment: (1) Curriculum

Development Supervisor; (2) Audio-Visual Supervisor; (3) Physical Education Supervisor; (4) Library Service Supervisor. If these four posts are deducted from 16, the proposed total number of supervisors, there will remain 12 supervisors. The duties and responsibilities of the specialists will be dealt with in the following pages while dealing with the related items. Of the twelve general supervisors, the allocation between the boys' and the girls' sections, according to the previously mentioned 9 : 7 ratio, will approximately come to five for the girls' section and seven for the boys' section. It is further suggested that one of the five supervisory posts in the girls' section be filled in by an expert in family planning in order to guide those lady teachers, for whom such guidance is necessary. This arrangement might help to improve the position of lady teachers going on leave too frequently and thus minimize the related administrative problems.

As for the allocation of duties to the general supervisors, it is proposed that the existing general duties and responsibilities of the assistant inspectors might be allowed to be continued for sometime, with a little readjustment necessitated by the new situation of the additional staff, and the change in the concept of supervision. What is more important is how in practice the supervisors work and not what is laid down on paper by the authorities. Moreover, an addition to the number of qualified supervisors alone would not completely solve the problem. The general working conditions also play an important part in the efficiency of work. The morale of the supervisor as mentioned earlier

has a wide influence on the whole system of supervision. The strongest factor contributing to the high morale of the supervisor is the congenial attitude of the higher authorities. The principles are the same as discussed in Chapter IV in connection with democratic supervision.

Next for consideration are the difficulties encountered by the supervisors as mentioned in Chapter II. With reference to the difficulties faced by assistant inspectors and deputy inspectors, the following suggestions for improvement are given:

1. In view of their longer working hours and greater responsibility, the deputy inspector and the assistant inspectors should be given an allowance of at least Rs 100/- per month in addition to their usual pay in the prescribed scale.
2. In view of the conveyance difficulties faced by the inspectional staff in the discharge of their official duties, explained in Chapter II, the travelling allowance should be at least increased to Rs 100/- per month and in addition to that, staff cars should be available for duties over five miles of distance. In case the staff car arrangement is not feasible, the monthly travelling allowance should not be less than Rs 125/- per month. Full facilities should be provided to the inspectional staff for the purchase of private cars. It may be arranged with the authorities concerned that while giving car advances to government servants, the inspectional staff be given preference.

3. At least two clerks in each of the boys' section and the girls' section should be appointed to help the assistant inspectors exclusively, in their daily routine of office work.
4. Residential accommodation to be provided to all the inspectional staff at a reasonable distance from the office.
5. Office accommodation to be provided as follows:
  - (a) Suitable meeting rooms.
  - (b) Separate office rooms for all the assistant inspectors, so that their work might not be interrupted when the teachers and other visitors are interviewed. Also, there should be separate telephones for each of them.

The practical difficulties of the heads of primary schools in the discharge of their official duties, especially those of class supervision, have been explained in Chapter II, and we saw that the practice of not sanctioning sufficient teaching posts, so as to relieve the headmaster of class teaching is the most uneconomical one. The departmental arrangement of relieving only the heads of schools of more than five hundred pupils from full charge of a class leaves the problem unsolved for a majority of schools that fall in the other category.

Indeed the hardest task, though not the widest responsibility, may be that of a headmaster of a small school who is in full-time charge of a class.<sup>14</sup>

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<sup>14</sup>Scottish Education Department, Primary Education, A report of the Advisory Council on Education in Scotland, 1946, p. 85.

To be brief, if the headmaster is supposed to discharge responsibilities other than teaching, he should be given time for that. And leaving every other aspect of headmaster's multi-responsibilities aside, it is physically impossible for him to remain in his class and at the same time to visit the classes of his staff members. However, if it is absolutely impossible to relieve the heads of small schools, whole time, they should be given partial relief of half of the day at least. This adjustment will vary from situation to situation.

Another factor affecting the supervision of the girls' section in particular is the large number of absentees. For this, it is strongly recommended that besides taking long term measures to minimize this nuisance, an additional relieving teacher be given to each school having more than twelve teachers on the staff.

#### OTHER FACTORS INFLUENCING SUPERVISION

##### Revision of the Rules of Recruitment of Heads of Primary Schools

The important role of the head of a school in supervising all activities and in guiding his staff makes his selection to the post a crucial issue.

It has been stated in Chapter II in connection with the existing rules of recruitment of heads of primary schools, that the chief emphasis is laid on experience. But "there is a point with many teachers, as with

other people where experience ceases to be a virtue, and may be a convenient cloak for such undesirable qualities as cynicism, staleness, obstinacy and intolerance of new ideas." Therefore "a headship should never be thought of mainly as a reward for long service."<sup>15</sup> There could be wide scope in the scales of pay to take care of rewards for long service. Why should this reward be at the cost of the very cause for which the headmaster's services are required?

To avoid all confusions mentioned in Chapter II, regarding the appointment of heads of primary schools, it is necessary that the existing rules of recruitment be immediately revised. Instead of appointment by promotion the rule should be appointment by selection. All vacancies should be advertised by the Director of Education, stating minimum qualifications required and the conditions of service. In response to their applications the suitable candidates should be interviewed by a selection board, consisting of highly competent and responsible educationists, who besides having thorough knowledge of the elementary schools of Karachi, have the capacity to weigh the professional and personal qualifications of candidates.

In the case of departmental candidates, service records should be referred/while deciding their cases. And for this reason it would be better /to if the annual confidential reports on teachers are filled in jointly by the supervisors and the heads, with a special remark by the supervisor himself regarding the suitability or otherwise for the post of headmastership.

It would also be better if the assistant headteacher in each primary

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<sup>15</sup>Ibid., p. 87.

school is appointed by the same procedure, subject to reversion at any time, and without any assurance for headship, because this will give the department sufficient chance to judge practically the competency of the person for the post of headship.

#### Improvement of Pre-Service Training of Teachers

This is another indirect but a strong means of improvement of supervision. In long term planning, it means strengthening the very foundation of supervision. And to think in terms of more direct and immediate benefits, it would mean that the supervisors and the heads will be able to get a well equipped, ready team of helpers in their efforts to bring about improvements in the various aspects of learning. For the sake of brevity, the details of the shortcomings of the existing system of pre-service training of teachers and the means of improvement will not be gone into but at least the following suggestion might be helpful. The teachers during their training period should be helped to develop an attitude of friendliness towards the inspectors rather than to acquire a mechanism of defending themselves, at the time of inspection, from this 'external authority', because an extremely defensive attitude on the part of a teacher often disturbs an inspector himself, and he might respond according to the indicated expectation.



Improvement of the Audio-Visual Section of the Directorate to Suit the Requirement of Primary Schools

The traditionalism of the elementary schools of Karachi is extended to the absence of the provision and use of modern audio-visual aids such as motion pictures, film strips, slides, radio and recordings. Even the aids like globes, maps, charts and pictures that are supplied to the schools are not used appropriately. As for the teacher-made materials, all the efforts are put in only at the time of inspection, and for the rest of the year generally no attention is paid to the preparation of teaching aids.

So the problem is to be tackled from both sides, (i) the supply of equipment and (ii) the training for its use and for the acquirement of an incentive to use it. Sometimes the teachers know how teaching can be more effective by proper use of visual aids, but due to lack of a suitable atmosphere conducive to their use, they become careless. It is for this reason that the appointment of an audio-visual specialist on the supervisory staff of elementary schools is recommended. The intention is that this specialist would train the general supervisors and heads of primary schools for the proper use of all kinds of audio-visual aids that could possibly be supplied to the elementary schools, so that being conscious of their importance, they might also guide the teachers in this aspect of teaching while supervising their work.

It will also be the responsibility of the audio-visual specialist to guide the department for the purchase of appropriate audio-visual

apparatus for the primary schools, (ii) to improve the audio-visual section of the Directorate so as to extend to the primary schools the service suited to their needs, (iii) to plan and implement the audio-visual program for primary schools to the maximum benefit of all the schools, (iv) to advise the department in providing necessary installations and other facilities in the schools to enable the teachers to make use of the visual aids; (v) to deal with any other matter related to the subject. It is strange that in the six-year national plan for education, provision for a sum of "Rs 56,93, 450"<sup>16</sup> was made for the supply of audio-visual aids to secondary schools, but no provision has so far been made for the primary schools, where the visual aids are more needed. The audio-visual expert will guide the authorities concerned in such planning.

### Library Service

The plans already under consideration for the establishment of a central library, at the Directorate should be expedited. There should be a special section to deal with the library requirements of the primary schools. It may be recalled that one of the supervisory positions under the category of special supervisors was meant for supervisors of the library service. It is however not the intention of this recommendation that this special supervisor should merely supervise the work of the

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<sup>16</sup> Government of Pakistan, Proceedings of Educational Conference held at Karachi, Government of Pakistan Press, Karachi, 1956, p. 415.

librarians. He will be holding the important responsibility of planning to facilitate the use of the library by the primary school students and personnel, and to educate the teachers to know how to stimulate and guide the students so as to enable them to use the library in a way suited to the requirement of modern methods of teaching, which implies study and search for materials related to group projects and class reports. Till such time as each school may be well equipped, the central library can be so arranged as to work on the lines of a travelling library.

#### AIMS AND PROGRAM OF INSTRUCTIONAL SUPERVISION

##### Improvement of Instruction, Student Growth, Teacher Growth

It is necessary at this stage to remind the reader that the main aim of supervision of schools is the improvement of instruction and learning. To refer back to the previous chapters it was concluded that some of the weaknesses of the existing system of supervision are that (i) it is conducive to the persistence of the same old type of school as mentioned in Chapter IV page 43, (ii) the heads and supervisors do not have time to devote to instructional supervision, (iii) the procedure to guide the teachers is ineffective.

If supervision is to contribute to student growth according to the newer type of school, it is necessary for the supervisors and heads to practice the modern principles of supervision as discussed in Chapter IV.

Also they should have sufficient time and opportunity to implement these principles by adopting effective procedure of instructional improvement, leading to teacher growth.

The following are some suggestions to be carried out by the heads and supervisors of elementary schools of Karachi for improvement of instruction.

1. The teachers should be given talks on the goals of education and methods of teaching. They should be made conscious of the fact that they are citizens and builders of an independent country, and as such they have wider responsibilities to achieve the newer aims of education. Discussions may also be held with them on specific problems.
2. Professional libraries should be arranged both in the central and in the various schools and the staff be encouraged to read. Teachers may be required to pass examinations in education to qualify for promotion.
3. Arrangements may be made for the teachers to attend classes of more competent teachers of their own schools and also of other schools.
4. At least eight hours a week should be allotted to class visits by the heads.
5. The teaching staff of each school may be formed in various groups, according to the field of study under the leadership of comparatively more competent teachers in the field, who

might also supervise the work of the group members.

6. The supervisors and other administrative officers should keep in mind that the main purpose of supervision is the improvement of instruction, whereas the 'building', 'accounts' and the 'stores', the items that at present are engaging most of their attention, are only subsidiary.

#### Class Visitation and Work With Individual Teacher on Individual Teacher Problems

One of the most common practices of instruction<sup>al</sup> supervision is class visitation. This practice is prevalent under the existing system. But as mentioned in Chapter II and summarized in Chapter III, class visits due to various circumstances, in general fail to contribute appreciably to the improvement of instruction. Even some of the visits result in discouragement and frustration on the part of the teachers and the heads.

To recall what has in detail been mentioned in previous pages, the supervisors before entering the class should have thorough knowledge of the modern concepts of supervision, sufficient time at their disposal and complete peace of mind to concentrate on the work in hand.

"When an inspector, a principal, or a head of section visits a class, he should do and observe the following:

1. He should examine the outline of the course or lesson plans prepared by the teacher to have an idea of the scope and suitability of the subject matter.

2. Teacher attitudes and methods:

- (a) Does the teacher direct activities or does he dominate?
- (b) Does he stimulate independent study by students?
- (c) Does he encourage student initiative and discussion?
- (d) Does he introduce problems?
- (e) What means of motivation does he use?
- (f) Does he have self-control and self-confidence?

3. Student attitudes: interest in discussion, initiative in independent work, absence of disorder, care of materials.

4. Evidence of planning by teacher: definiteness in activities and procedures and their sequence, provision of means of illustration and accessibility of materials, relation to previous work, preparation for next assignment.

5. Suitability of work: appropriateness of difficulty, variety of activity, applicability to social needs, achievements of students, have they grasped the major aims of the lesson and have the objectives been attained?

6. Physical condition: seating, ventilation, lighting, cleanliness.

7. Testing by supervising officer.

After the lesson, all observations have to be discussed with the teacher concerned in a sympathetic manner with the aim of helping and not condemning."<sup>17</sup>

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<sup>17</sup>Notes on the course, Education 213, AUB, p. 31.

The last sentence of the above quotation is the key to the entire philosophy of modern concept of supervision. It is worth repeating the last part of the last sentence, "in a sympathetic manner with the aim of helping and not condemning". This help should not stop there but if needed should be carried further. All the practical difficulties of the teacher noticed during the visit should be given due attention individually, at the appropriate time by the head, the supervisor, or the special supervisor according to the nature of the problem.

#### Work With Teacher Groups

Besides the individual teacher problems there are problems in every school and school system that are common to all. In Chapter IV in a quotation on 'cooperation', it is revealed how the modern supervisor leads the 'group' for the solution of the problem of defective teaching. The said procedure is time saving and effective. Moreover, it is an education for the teacher in group work which she is expected to adopt in connection with her pupils.

Staff meetings are generally held in every elementary school of Karachi, but very often these are confined to administrative problems. Ayer, in this connection has listed the undermentioned twelve purposes as desirable objectives for teachers' meetings:

1. To reach an agreement as to the philosophy that governs the group's goals.

2. To unify the efforts of the entire educational staff.
3. To improve old practices.
4. To discover problems for special study.
5. To carry on special projects for the improvement of instruction.
6. To plan the integration of newly adopted practices into the standard program.
7. To explore the value of standard supervisory activities and administrative policies.
8. To study community-school relations.
9. To develop morale.
10. To discover and utilize special talent.
11. To exemplify good group action.
12. To inspire teacher's professional enthusiasm.<sup>18</sup>

This list has been quoted only to give an idea of the type of activities that could be taken up by the supervisors and heads in teachers' meetings. Various groups and supervisors would of course take up their own particular problems, related to the local school environment and to the ability of the members.

Besides group meetings and workshops on individual school basis, supervisors may organize workshops for teachers of all the schools combined, in reasonable size of groups, to deal with general instructional problems affecting all the schools. For this purpose, there could be groups on a

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<sup>18</sup> F.C. Ayer, Fundamentals of Instructional Supervision, Harper & Brothers Publishers, New York, 1954, pp. 81-83.



community basis, for instance, 'Lyari' area teachers having different problems may get together in groups separate from the Housing Society area teachers, to discuss problems particularly related to their schools. Similarly the Housing Society area might conduct workshops to work on projects specifically affecting the instruction of their schools.

Regular short term workshops might be conducted during the summer, with the special purpose of putting the teachers in touch with the modern procedures of learning. It will be more beneficial for those who need more help, if these workshops are conducted for the teachers of the boys' and the girls' section combined. Care should be taken to include a sufficient number of resource persons in every group to make the workshop a success.

Considering the limited number of supervisors as compared with the large number of teachers, the supervisors might have to limit their assistance to the group leaders only, who in their turn, would take care of the individual groups. The arrangement would vary according to particular situations. In certain cases it might be necessary for the supervisor to attend personally to a group of teachers that need any special help.

In view of the extremely limited resources and background of general education of the primary school teachers, it would be better if the services of competent educationists even from outside the primary school staff are secured to fill in this gap.

### Developing the Curriculum

Under the modern system of education, one of the most important purposes of group meetings is curriculum development.

Regarding curriculum development Ayer says,

During the past few decades, the teachers' status has changed from that of a craftsman who follows the blue prints of a fixed course of study to that of a creative artist who designs the day by day curriculum which prevails in the class room.<sup>19</sup>

Unfortunately, our teacher is still the same 'craftsman', as his American parallel was several decades ago.

Regarding the existing practice in Karachi, in this respect, it has been stated in Chapter III that there is hardly any scope for teachers' initiative and the development of the curriculum by the group. And as such we even have no grounds to build our suggestions for curriculum development.

A curriculum becomes alive and effective only as teachers succeed in making it a reality in their day to day work with children. Where teachers are ill-paid, insufficiently educated and trained, given little social recognition, and compelled to work under depressing conditions, the quality of the service they render, and are capable of rendering cannot be of a high order.<sup>20</sup>

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<sup>19</sup> Ibid., p. 86.

<sup>20</sup> Ministry of Education, Government of Pakistan, Report and Recommendations of the Regional Seminar on the Primary School Curriculum for South Asia, Government of Pakistan Press, Karachi, p. 4.

Therefore the preparation for such a 'ground' will involve two major aspects. First the revision of the existing curricula and secondly the training of the teachers and the supervisors to enable them to put this revised scheme of curriculum into practice.

The suggestion given in the previous pages for the appointment of a specialist in curriculum development, in preference to other important functions, and also at the cost of reduction in the number of general supervisors, was made mainly in consideration of these circumstances. This specialist might train the supervisors and the heads, and even the group leaders if possible, who in their turn can guide the teachers. The specialist would move with the inspectors and the headmasters from class to class, school to school, community to community, and would guide them in curriculum development, with practical application of modern theory of learning.

With sound knowledge in the field, and sincere efforts and cooperation on the part of all concerned, the existing rigidity of the curriculum will confine to the paper only. Because much depends upon the procedure of teaching. All the modern procedures of learning - the problem method, the project method, the unit teaching method can be adopted, as stated before, through the ingenuity of the supervisor and the teacher. Even during this gloomy age when the primary school teacher is ignorant of the modern procedure of learning, her importance cannot be ignored. Being directly in contact with the 'objects concerned', the pupils, only she can know their particular needs best, around which the curriculum can be developed.

She will throw light on what project will suit her pupils, what problem is most pertinent to them, and also what objectives are within their reach. For example, a supervisor without a sound knowledge of the background of the children in Lyari area will not be able to prepare a 'unit' of say social studies without the help of the teacher who belongs to the same community and understands the children and their parents. The experts with the help of teachers in groups can prepare curriculum guides if so desired.

So, some of the procedures of curriculum development can be followed under the existing conditions.

#### EVALUATION

##### Student Growth, Teacher Growth

To help the reader recall what has been said regarding the importance of evaluation in Chapter IV, I would like to quote again at least one sentence, "He who ignores evaluation is ignorant of where he is and whither he is going."<sup>21</sup> This quotation calls our attention to the relevant item of Chapter III where the weaknesses of the existing system in relation to this important aspect of supervision have been evaluated.

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<sup>21</sup>Notes on the course, Education 213, AUB p. 33.

Evaluating the existing system of inspection as given in Chapters II and III and keeping in view the modern concepts of evaluation, mentioned in Chapter IV, as our objectives to be achieved, we should strive to reach as near to these objectives as existing circumstances permit.

Like the rest of the aspects of supervision evaluation is a very wide subject in itself, but we shall confine ourselves here to a few suggestions.

1. In connection with teacher growth the supervisors should widen their criteria for the rating of teachers by including the following:

Emotional stability, tact and sympathy, energy, cooperativeness, cheerfulness, reliability, interest in pupils and in extra-curricular activities, efforts toward self-improvement, social and moral attitudes, ability at the identification of student needs and the stimulation of interest, skill in the use and direction of various procedures such as discussion, problem-solving and projects, encouraging self-expression, critical thinking and creativity, use of audio-visual aids, effective management of the class and its activities, effective planning, attention to physical well-being of pupils in the matters of lighting, heating and ventilation. Growth in academic and professional knowledge will undoubtedly be taken into consideration.

Moreover, the device of self evaluation, on the part of teacher

should be encouraged and practiced, as far as possible. "The main objectives of inspection should be guidance of teachers, teacher growth, and educational progress. Inspection should lead the teachers to self criticism, self-analysis and self-development. Inspection should be in effect 'in-service education' for teachers."<sup>22</sup>

2. In connection with the evaluation of student growth, the supervisor should not overlook the balanced development of the child. He should evaluate the intellectual, physical, social and moral growth of students, instead of merely testing their mastery of facts in the text book.

The supervisor should guide the teacher in adopting as many of the various modern techniques of testing and appraising as may be practicable under the existing conditions.

They include questionnaires, rating scales, diaries, auto-biographies, sociograms, check-lists, records of progress kept by the pupils, anecdotal records kept by the teachers, as well as the standardized and home-made tests prepared by teachers themselves.<sup>23</sup>

#### Relation of the School to the Community

This student growth, as expressed in the previous paragraphs is largely dependent upon the suitability of methods and curricula to the

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<sup>22</sup>H.S.S. Lawrance, "A School Is Inspected", The Education Quarterly Ministry of Education, Government of India, November, 1956, p. 27.

<sup>23</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice Hall, Inc., 1955, p. 430.

needs of the child and the community. The evaluation of the relation of the school to the community, therefore, also becomes one of the vital responsibilities of the supervision. The supervisors should try to evaluate the needs of the community and its resources so as to adjust the curricula, methods, and equipment accordingly. While evaluating the work of a school the supervisor should evaluate the extent to which the school is successful in maintaining its relation to the community and in serving the community. If according to his judgment the school is deficient in fulfilling this objective, he should suggest ways and means to remedy this deficiency. A good supervisory system would not even stop here; it would encourage the school to continue this procedure of evaluation by adopting a follow-up program to study how the students after completion of their studies at the schools fit into the community as its useful members.

APPENDIX A

FORM OF INSPECTION REPORT

Name of the School

Situated at:

Shift Morning/Evening

Date of Inspection.

Time of Inspection: From \_\_\_\_\_ To \_\_\_\_\_ Date of last inspection

1. No. of school staff: is the staff sufficient or not?
2. No. of students and classes. How many students were present?
3. Remarks regarding and writing work on the day of inspection.
4. Remarks regarding the cleanliness of students, health and games.  
Do the teachers take any interest in them?
5. Drawings, charts, maps, etc., what steps are being taken to infuse interest in education and for improving their conduct.
6. Remarks regarding furniture, building, and other educational paraphernalia, especially what things the school is short of.
7. Supply of water and general cleanliness of school.
8. Are all the books according to syllabus?
9. What is the general conduct and discipline among students?
10. Remarks regarding attendance register for students, teaching and other staff. Remarks about general register, imprest money and other records.
11. Whether the instructions given at the time of last inspection were carried out or not.
12. General opinion regarding the work in the school and necessary instructions for teachers.



APPENDIX B

DIRECTORATE OF EDUCATION  
BOULTON MARKET, KARACHI

Annual Confidential Report on the work and conduct of school teachers for the period, from..... to .....  
(for the period ending 31-3-1957.)

1. Full Name (with qualification).
2. Designation of posts held during the year with dates.
3. Date of appointment.
4. Grade of pay on 1st January, if officiating what grade of his/her substantive post.
5. How long has he/she served under you.
6. Has he/she maintained a reputation for honesty during the year under report? (If you are doubtful or your answer is in negative, give your reason).
7. Has his/her work been satisfactory if not what are the specific defects.
8. Physical fitness and interest shown in games.
9. Has he/she kept up his studies, undergone any course or improved his/her qualifications otherwise during the year under report?
10. His/her conduct as shown by his/her dealing with:
  - (a) Officers.

- (b) Co-workers.
  - (c) Students.
  - (d) Guardian and Public.
11. Tact in dealing with others.
  12. Have the defects reported above been brought to his/her notice, and if so, with what effect?
  13. Is he/she fit for independent charge or for the inspection line?
  14. Personality and force of character.
  15. Interests in extra-mural activities.
  16. General remarks and recommendations.

Signature with date

- Notes:
1. When the officers suspend judgment, the report will not be treated as adverse.
  2. The report is due in the office of the Director of Education, Karachi on the 1st April, every year.

APPENDIX C

FORM FOR RECOMMENDATION ANNUAL GRADE INCREMENT

1. Name of school \_\_\_\_\_
2. Full name of the teacher \_\_\_\_\_
3. Present pay \_\_\_\_\_
4. Grade \_\_\_\_\_
5. Date on which last increment was given \_\_\_\_\_
6. Details of leave other than casual leave taken by teacher \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Date on which the next increment falls due \_\_\_\_\_
8. Headmaster's remarks and recommendations:
  - (a) Report about the teacher's teaching \_\_\_\_\_
  - (b) Corrections \_\_\_\_\_
  - (c) Maintenance of the register \_\_\_\_\_
  - (d) Maintenance of the Diary \_\_\_\_\_
  - (e) Number of times late during the year \_\_\_\_\_
  - (f) His interest in the extra-curricular activities of the school \_\_\_\_\_  
\_\_\_\_\_
  - (g) His examination result \_\_\_\_\_

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Subject. Drg. Eng. Math. Sc. Hist. Geog. Urdu Persian Phy. Arabic

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Std. I \_\_\_\_\_

Std. II \_\_\_\_\_

Std. III \_\_\_\_\_

Std. IV \_\_\_\_\_

Std. VI-A \_\_\_\_\_

Std. VI-B \_\_\_\_\_

Std. VII-A \_\_\_\_\_

Std. VII-B \_\_\_\_\_

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ORDERS OF THE DIRECTOR OF EDUCATION.

## APPENDIX D

### DUTIES AND POWERS OF THE INSPECTRESS GIRLS' SCHOOLS

#### KARACHI FEDERAL AREA, KARACHI

##### A. Duties

1. To inspect all government and non-government Secondary and Lower Secondary Girls Schools in Karachi Federal Area and submit reports of inspection to the Director of Education and the Board of Secondary Education, Karachi.
2. To inspect and supervise Government Girls Primary Schools in Karachi.
3. To inspect and supervise Girls special institutions such as Domestic Accomplishment classes attached to the Mama Parsi Girls High School, Muslim Womens Industrial Home and other such institutions.
4. To survey, plan, organize and implement all schemes regarding Secondary, Primary, and Pre-Primary Education for Girls, other educational activities and education expansion programmes regarding girls education as and when required by the Department.
5. To submit recommendations to the Director of Education for recognition of non-Government Secondary and Lower Secondary Schools special schools, and Primary non-Government schools.
6. To recommend to the Director of Education the payment of initial grant continuance or withdrawal of aid or recognition to all Secondary, Lower Secondary, Primary and special institutions.

7. To make such recommendations as will assist the Director of Education with regard to the sanction of building grants to the aided institutions in the Karachi Federal Area.
8. To submit to the Director of Education applications from heads of Secondary institutions for changes in curricula with necessary recommendations.
9. To supervise and control the work of recognized primary and Mulla Girls Schools in the Federal Area of Karachi.
10. To submit to the Director of Education the confidential reports in respect of the heads of Secondary and Lower Secondary Government Girls Schools, clerical staff and A.D.E.I.s for Government Urdu Primary and Sindhi/Gujrati Primary Girls Schools, Karachi.
11. To submit annual administration reports with the required statistics and data regarding all Government and non-Government Secondary and Primary Girls Schools.
12. To control and conduct enquiries regarding all the Secondary and Primary and other Girls Schools under her and to take action or make recommendations to the Director of Education.
13. To sanction admission, double promotion, changes in names and dates of birth of pupils of all Government and non-Government Secondary and Primary Schools and the opening of upper classes in Primary Schools.
14. To control State-aided provident fund for teachers in non-Government Secondary Schools.

15. To verify and counter-sign all the School Leaving certificates of students of Government and non-Government Secondary and Primary Girls Schools being outside the Karachi Federal Area.
16. To attend the meetings of the Board of Secondary Education Karachi and other sub-committees of the Board such as Text Book Committee review of books, general meetings etc.
17. To submit reports on technical subjects like UNESCO and to attend the other enquiries regarding Secondary and Primary Education from United Nations Organization and its allied bodies.
18. To submit any other information or returns as required by the Department.
19. To make arrangements of lectures and visits of foreign educationists and arrange educational functions and meetings on important occasions.
20. To sanction casual leave in excess of seven days and all other kinds of leave to the staff under her.
21. To supervise the work of A.D.E.I.'s generally and of the Lady Attendance Assistant in connection with compulsory education.
22. To sanction periodical increments to her subordinates on the graded-cadre in the ordinary course and to refer to the Director of Education cases in which the with-holding of increment is considered necessary.
23. To inspect Secondary Girls Schools as Chief Inspectress of the panel of inspectors appointed by the Board of Secondary Education, Karachi.
24. To make recommendations to the Director of Education in regard to the place where new primary Schools should be opened.

25. To act as Drawing and Disbursing Officer in respect of herself and the staff working under her.
26. To submit to the Accountant General Pakistan Revenues all kinds of bills relating to the payment of grant-in-aid and contingent charges etc.
27. To counter-sign applications of private candidates for permission to appear at departmental examinations as private candidates.
28. To perform all other duties as may be assigned by the Director of Education from time to time.

#### B. Powers

1. To appoint clerks on the minimum pay of the lowest grade in her office and report such appointments to the Director of Education.
2. To appoint, transfer, promote or punish inferior servants in her office.
3. To grant all kinds of leave to the teaching staff, clerical staff and the inferior staff working under her which may not be sanctioned by the Head Mistress or A.D.E.I. according to rules in the case of the teaching staff.
4. To sanction pension of ministerial staff teaching staff and inferior staff working under her and to forward pension papers to the Accountant General Pakistan Revenues.



5. To sign all bills sent to the Accountant General Pakistan Revenues that is, pay bills, supplementary bills, arrears bills, T.A. Bills and Grant-in-Aid Bills.
6. To control State-aided Provident Fund for teachers in non-Government Secondary Schools in accordance with relevant rules on the subject.
7. To counter-sign school leaving certificates of pupils going to other provinces from Government and non-Government secondary and primary schools.
8. To write off unserviceable articles of dead stock of her office and of Government schools under her.
9. To sanction admission, double promotions changes in names and birth dates of pupils and opening of additional classes and sections in Primary Girls Schools.
10. To sanction annual increments to the teaching and clerical staff under her office.
11. To control and supervise the inspection work of the A.D.E.I.'s Urdu and Sindhi/Gujrati Schools.
12. To grant recognition to non-Government Primary Girls Schools.
13. To sanction text books from amongst the books prescribed by the Department for Primary Schools.
14. To sanction all tenders for supply of furniture, equipments or books for Primary Girls Schools.
15. To recommend to the Director of Education the re-employment of

retired primary teachers in schools when suitable female teachers are not available.

16. To incur expenditure upto a maximum of Rs. 100/- only under one item at one time for her office or schools under her, under the heads of office or schools contingencies within the budget allotment and to submit bills for the same to the Accountant General Pakistan Revenues.
17. To exercise such other powers as may be delegated to her by the Director of Education from time to time.

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