

IMPROVING SUPERVISION
IN
JAMIA TALIM-E-MILLI SECONDARY SCHOOL
KARACHI, PAKISTAN

BY
ANWAR KHALIL KHAN

A Thesis
Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut, Lebanon

February, 1960

JAMIA: SUPERVISION

ANWAR KHALIL KHAN

ACKNOWLEDGEMENT

I wish to acknowledge my thanks to Professor J. Katul, the Chairman of my Thesis Committee for the guidance and many valuable suggestions given throughout the writing of this thesis. It was due to his encouragement and sympathetic treatment that I could fulfil this undertaking.

Thanks are also due to Professor F. Antippa and Professor G. Shahla, members of my thesis committee, for their constructive criticism and valuable suggestions made during the defence of the outline.

I am also highly indebted to Dr. Frederick R. Korf, the Acting Chairman of the Education Department, who gave me invaluable suggestions at the very start of the study. Dr. Korf helped me in particular in the preparation, analysis and interpretation of the Questionnaire.

Last but not least, I owe my appreciation to my fellow-teachers of the Jamia Secondary School, Karachi, for their unstinted co-operation in responding to my questionnaire.

I thank my friend, Mr. Abidi, for doing the drab proof-reading for me.

A. K. Khan

ABSTRACT

Among the growing educational institutions in Karachi in recent years, the Jamia Talim-e-Milli is the one that compels attention and admiration. This it does because it is so very unique in its basis, its orientation and its raison d'être. The Jamia is one of the few institutions that exist to uphold the true educational ideals.

And in the midst of institutions following the beaten track and perpetuating the old mental and psychological outlook, it is the one that is experimenting with new modes of education, that is attempting to effect reforms in the sphere of education, and attempting them with a view to adapt the present system to needs of our new status as an independent Muslim nation.

Supervision is an important aspect of the teaching learning process. The supervisory program of the Secondary School of the Jamia is inadequate and inspectorial in character. So the problem is to develop an improved system of supervision. In attempting this there are two aims; one is to improve the general practices of the existing system of supervision of the school, and the second is to change the attitude of the inspector and head-master so as to make them conscious of the fact that they are not to inspect and find faults only, but to help the teachers to improve their teaching.

The writer on the basis of his experience in teaching at the

school, with the help of the questionnaire to the teachers of the Secondary School of the Jamia, and library research, has brought out the weaknesses in the present system of supervision of the school.

Moreover, in Chapter IV, an attempt has been made to clarify the modern concept of supervision with its guiding principles and techniques. Modern supervision is democratic, co-operative, creative and scientific. The writer has tried to show how the principles of democracy, the findings of science, and implication of trends within the dynamic social order may be utilized in theory and practice of supervision. The basic concept of traditional supervision, imposition and showing authority over teachers, is replaced by the philosophy that supervision is a co-operative enterprise in which all concerned participate to improve the setting for learning.

Recognising the shortcomings of the existing system and having formulated the modern concept of supervision to be aimed at, the following recommendations are briefly envisaged.

1. The primary aim of supervision is the improvement of the teaching-learning process. Therefore, supervision should contribute to student and teacher growth.
2. The personal and professional qualifications of the supervisors should receive due attention.
3. Various modern techniques of class visitation, and work with individual teachers on individual problems should be adopted. Group work with teachers and curriculum development in accordance with the needs of the students and the community should receive greater attention.

4. The supervisor should be a friend and guide and not a fault-finder. He should be given training in democratic practices to promote human relations.
5. An in-service program for the professional growth of the teachers of Jamia should be organized, in which the supervisor and the head-master should take an active part.
6. The head-master of the secondary school of ^{the} Jamia should visit classes according to a well thoughtout schedule, so that no teacher should be neglected. It is his important duty.
7. A copy of the report of inspection should be sent individually to the teachers with constructive suggestions so as to improve their teaching.
8. The supervisor should evaluate the intellectual, physical, social and moral growth of students. "He who ignores evaluation is ignorant of where he is and whither he is going."
9. The school should take an increasing interest in the improvement of the community it serves. The supervisor should encourage teachers and students to do some social reconstruction work so that the quality of living be improved thereby.
10. Parent-teacher co-operation should be encouraged.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
A. Purpose of this Study	1
B. The Importance of the Problem	2
C. Delimitation	3
D. The Method of Research	3
Questionnaire	3
Library research	3
Interview	3
Personal experience	3
II. A BRIEF HISTORY OF THE INSTITUTION, ITS OBJECTIVES AND GENERAL ADMINISTRATION	5
Ideals of Education and Culture	7
Dissemination of New Ideas	8
Experiments in Primary Education	10
The Jamia Secondary School	10
Self-sufficiency	11
General Education	11
Diversified Courses	12
Student Guidance	12
Publication of Text-books and General Literature . .	12
Experiments in Adult and Social Education	12
Training of Teachers	13
Jamia Talim-e-Milli	14
Composition of the Jamia	14
Objectives of the Institution	15
A Comparison of Jamia of Karachi with the Jamia of Delhi	17
Internal management	18
Curricula	19
The Choice of books	19
Examinations	19

Chapter	Page
III. THE PRESENT SYSTEM OF SUPERVISION IN THE JAMIA SECONDARY SCHOOL	21
Agencies of Supervision of the School	22
A. The Assistant Inspector of Schools	23
The announcement of annual inspection	23
The Inspector's visit	25
Class visitation	27
The inspection report	31
Critical remarks	31
B. The Head-master as Supervisor	33
C. The President of the Institution as Supervisor	36
D. Over-all Supervisory Picture	37
IV. MODERN CONCEPT OF SUPERVISION	39
A. Shift in the Concept of Supervision	39
Purpose	43
Scope	44
Nature	44
B. Principles of Modern Supervision	47
Leadership and co-operation	49
Tact	51
Creativity	51
Integration	52
Planning	53
Flexibility	53
Evaluation	54
C. The Objectives of Supervision	61
V. RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING SUPERVISION IN THE SCHOOL	62
Aims of the Supervisor	62
Improvement of the curriculum	62
Improvement of instruction, student growth, teacher growth	64
School administration	66
Reports on teachers	66

Chapter	Page
V. (Continued)	
Methods and Procedures	67
Class-room visitation	67
What should the supervisor observe?	68
Conference with individual teachers.	69
Close of the Supervisory visit	71
Leadership Code for a Supervisor	72
Other Means	73
The office interview with teachers	73
Casual meetings	75
Work with teacher groups	76
In-service Education	77
Importance	77
The objectives of in-service education	79
Suggestions for the organization of in-service education	80
Professional Library	81
Improvement of the Audio-Visual Program of the School	83
Relation of the School to Community	83
Qualifications of Supervisors	86
Appendix	
Questionnaire and covering Letter to the teachers of the Secondary School of Jamia, Pakistan	89
Bibliography	96

INTRODUCTION

Purpose of this Study

Teaching at its best is the stimulation and direction of learning. Both teaching and learning are satisfying as well as exacting. A good teacher is a partner and a companion of the learner in this process of discovering himself and his environment. Effective learning and teaching demand mutual understanding between the learner and the teacher. "The inspirational teacher is characterized by patience, explanation and challenging inquiry."¹ But the inspirational teacher also requires deep and thorough understanding of the subject matter and a wide variety of skills needed in its presentation, and in providing experiences.

The function of supervision is the improvement of teaching. Improved teaching will improve learning. Since the school exists in order that learning opportunities may be enjoyed by the students, it is clear that supervision and supervisors determine to a great extent the nature and quality of the educational program in local communities. Marked changes in the methods and techniques of teaching have demanded corresponding shifts in the ways and means of supervision. Principles, practices and techniques of supervision have been widened, modified and strengthened.

¹Fred C. Ayer, Fundamentals of Instructional Supervision, New York, Harper and Brothers, 1954, p. 5.

The purpose of this study is to examine the nature and organization of the existing program of supervision in the secondary school of Jamia Talim-e-Milli, Karachi, and to develop an improved program of supervision. The school under study is at present supervised by the inspectorial staff of the Directorate of Education, Karachi, Pakistan, the Head-master and the President of the institution. This system of supervision in vogue has been in existence ever since the institution was established. The pattern of the administration of supervision is essentially the same as in any other school, and it was evolved before the country's independence. Since independence the objectives of education have changed, and therefore, this system needs to be evaluated in the light of the objectives of education and supervision, so as to make it more effective.

The Importance of the Problem

Constant evaluation of a system is necessary for improvement. This institution has now been in existence for six years and an evaluation of the effectiveness of supervision is needed. Without effective supervision, to be sure, activities cannot be carried out successfully and harmoniously for the achievement of the common goal. Instructional supervision in which the position of the supervisor is that of a leader, consultant and friend, is all the more important and indispensable for the attainment of the objectives of school.

Another aspect of the importance of the problem arises from the fact that the Jamia Talim-e-Milli was established to achieve a definite objective. It was supposed to be an ideal institution, where the needed reforms and experiments in the field of education could be

tried. As such the institution is immensely suited for the implementation of modern concepts of supervision.

Delimitations

The study has been limited to the study of the problems in Jamia Talim-e-Milli, Karachi, concerning only supervisory activities and their relations to administration and other aspects of school life.

The Method of Research

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

1. Questionnaire was sent to the teachers of the Secondary School of Jamia to collect data and specifically to find out whether or not the modern concept of supervision as detailed in Chapter four is being adopted under the existing system of supervision. Also the aim is to know the teachers' attitudes toward the existing supervisory practices and to other relating aspects of school life.

2. Library Research

- (i) Literature published in Pakistan regarding the educational need of the country.
- (ii) Literature concerning modern concept of supervision in other democratic countries.

3. Interview. Several teachers from Karachi are studying at the American University of Beirut. These teachers have been interviewed to have suggestions regarding the ways and means to improve the present situation.

4. All the above mentioned techniques have been supplemented by the writer's personal experience as a student and teacher of Jamia

Millia, Delhi, and as a teacher of Jamia Talim-e-Milli, Karachi.

CHAPTER II

A BRIEF HISTORY OF THE INSTITUTION, ITS OBJECTIVES AND

GENERAL ADMINISTRATION

The Jamia Talim-e-Milli, Karachi, has been patterned after an institution of a similar name, Jamia Millia Islamia, Delhi, which is still functioning. It is pertinent to describe at some length the history of the educational institution of Delhi, so that the origin and character of Jamia of Karachi may be properly understood.

The Jamia Millia Islamia was established as a result of the national struggle for freedom, with the main object of exploring the methods by which education could be made truly national. The leaders of the people had long felt that education should be in the people's own hands, and entirely free from those official influences which had sapped all initiative, courage and independence of character. The occasion was provided when, in 1920, Mr. Gandhi asked for a boycott of state-administered schools and colleges. At this very time the authorities of the Mohammadan Anglo-Oriental College, Aligarh, were negotiating with the British government for the conversion of the college into a chartered university. India needed not only this but many more universities. However, it seemed to patriotic Muslims that an institution which symbolized their progress and their prestige was being handed over to a foreign government. Urged by such leaders as Mr. Gandhi, Sheikhul-Hind Maulana Mahmudul Hasan, Maulana Mohammad Ali, Hakim Ajmal Khan, Dr. Ansari, as well as by their noblest impulses, a large number of students and teachers of the M.A.O. Aligarh College and

school marched out to start a new life. The foundation of Jamia was laid.

The suspension of the non-co-operation movement and the collapse of the Khilafah movement were a great set back for the Jamia Millia. Some leaders who had been associated with its establishment hoped that the political movement, which demanded national education and advocated a boycott of schools and colleges would succeed, and that all universities, colleges and schools would become national. That did not happen, and they felt dissatisfied and disillusioned. Some declared that the Jamia Millia had outlived its usefulness and should close down. Students who had joined it in expectation of political revolution and brilliant prospects drifted to other institutions; some staff members also thought they had performed their proper and due share of national service. But there was still a team of staff members and senior students who would not go back on their decision. It was their strength and resolution and the moral and financial support and selfless service from Mr. Gandhi that enabled the Jamia to survive. Hakim Ajmal Khan, who was the Chancellor of the Jamia Millia at that time, was one of the few among its founders who shared the aspirations and ambitions of its students and staff members and believed with Mr. Gandhi that the Jamia Millia was only now becoming useful. It was under his guardianship and leadership that the Jamia Millia was transferred from Aligarh, where it had been originally established, to Delhi, and here it emerged in its real character. This was in 1925, when the Jamia was five years old.

The Jamia Millia received a second set back, greater than the previous one, in December 1927, when Hakim Ajmal Khan passed away. It was reduced to what it should have been originally and had remained since: a body of teachers and students responsible only to God and their conscience.

In 1928, the staff members of the Jamia Millia, under the inspiring and well guided leadership of Dr. Zakir Husain, who had taken charge as Vice Chancellor (Sheikhul Jamia) immediately after his return from Germany in March, 1926, formed themselves into a society for National Education, with a membership pledge of twenty years' service on a salary not exceeding Rs. 150/- a month. Eleven years later the society registered itself as the Jamia Millia Islamia Society, and drafted a constitution which still operates.

Ideals of Education and Culture

The Jamia Millia was meant by its founders to be an institution of higher learning. Its aim was "to meet the requirements of young men who did not look upon education only as a means of getting employment under government, but aspired to develop qualities of good citizenship and to be worthy representatives of their culture, ---- young men who were willing to make their own way in life and contribute effectively to national development."² Education in Jamia Millia was to integrate Indian and Western cultures. Muslim and non-muslim students would learn to represent the values of their religion and of their

² Jamia Millia Islamia, Report 1954-55, p. 3.

moral and cultural traditions, and would distinguish themselves because of their qualities of refinement, modesty, thoughtfulness and competence.

Dissemination of New Ideas

The Jamia Millia could not have achieved anything itself or prepared the grounds for a better system if it just followed the prevalent pattern of education. Happily, it was debarred from the prevalent system because its degrees were not recognized. It had to find out new paths to justify itself, and derive full advantage from the freedom it enjoyed to devise its own system and frame its own curriculum. In other words, it had to determine the principles, content as well as the methods of its education. The need to build up a system that was necessarily different and possibly better, called into play all the initiative which the teachers of the Jamia Millia possessed, and nothing was too bold or unorthodox for them if they could learn enough to make a start.

There were other factors also which led the Jamia Millia in that direction. The political circumstances during the British rule were such that the Jamia Millia had to find the resources to meet the expenses and to expand its work and activities in different directions. Even non-recurrent expenditure was raised by public subscription. The Jamia had to explain to the public the ideas, objectives and aspirations on which its educational system was based and to bring education and society together in a manner that is now considered essential for sound education. Another factor was the students. The Jamia Millia, unrecognized and poor, could not attract large numbers of students and could not adopt the take-it-or-leave-it attitude of institutions which deal in masses. Every

student in the Jamia Millia was of value. The close association of teachers and pupils and the personal contact between parents and teachers placed the educational work of the Jamia Millia on an entirely new footing.

These factors made all the staff members, whether they took the pledge formally or not, feel that they shared the responsibility of running the institution. They became receptive of new ideas and responsive to new situations. They knew fully well that any assistance they could get from the public depended on their success in working out a system of education that would be progressive and obviously more effective in developing the personality of the youth. For ideas they drew upon the experience and the educational thought of the world. They had Dr. Zakir Husain as their leader, who had a deep insight into the educational problems. But everyone was expected to make his own contribution to the growth and development of the Jamia, and every one was allowed and encouraged to show initiative for new ideas and work for their realization.

The growth of the Jamia has been possible because of the quality of individual teachers and the willingness of all to work co-operatively in a team to attain the same goal. It has thus been possible to maintain flexibility in the educational program that might not be possible otherwise, and to explore fields of education much wider than the formal. On the other hand, the chief merit of the formal education in the Jamia Millia lies in its adaptation to social requirements and reasonable flexibility in its methods.

Experiments in Primary Education

When, in 1928, the Jamia Millia prepared its plans of development, it was realized that model residential primary and secondary schools were a greater need than a college. As an institution depending entirely on public support, the Jamia Millia had to provide the public with what it wanted. The primary school got priority in the developmental scheme. The teachers of the primary school were given facilities for receiving training in progressive and modern methods of teaching. Co-ordination of class teaching with planned activities has been evolved gradually. Most of the subjects are integrated with each other through various projects, some permanent, others occasional, some undertaken by particular classes and others by the whole school. A children's bank, a children's stationery shop, a tuck shop, a poultry farm are the more important permanent projects. Gardening and card-board work, clay modelling are activities which serve partly as crafts and partly as hobbies, but they are correlated with the syllabuses and are not just an addition to them. Student government is another activity which is very educative. In order to test and develop the students' sense of responsibility, the boys are allowed to run the school for one day in the year. Apart from this, each hostel has its own association, with office holders who are responsible for cleanliness and proper organization of hostel life.

The Jamia Secondary School

The Secondary school and College of the Jamia Millia were severely handicapped until the degrees of the Jamia were recognized. The Secondary school found opportunities to develop when an inspection Committee,

appointed by the Government of India in 1943, recommended the recognition of the Jamia Junior Examination as equivalent to the Matriculation Examination of Boards of Secondary Education and of Universities.

The project method is continued at the secondary school, especially in the teaching of languages, history and geography. Crafts have always been taught in the secondary school, but they were organized on a more satisfactory basis after the end of last World War, when technical equipment became available. The Jamia Millia had already introduced a system of diversified courses when the Secondary Education Commission, appointed by the Government of India, visited the Jamia Secondary School. During the year 1953-54, its curriculum was further reorganized on the following basic principles:

1. Self-Sufficiency:- A large number of students on completing their secondary education, cannot proceed to higher education either on account of lack of ability and aptitude or of unfavourable financial circumstances. Therefore, secondary education should be complete in itself and not subservient to the requirements of the university, as it has been so far. Students should, at this stage, be so equipped as to be able to enter some useful pursuit in consonance with their abilities and training, i.e., they should either become productive members of society, or join some institution of higher learning, professional or liberal.

2. General Education:- A knowledge of the humanities, general science and social studies should be compulsory for all students, so that they may possess in common certain attitudes of understanding and appreciation that are basic to corporate living and the advancement of

society. For this very reason, the learning of crafts has also been regarded as an integral part of general education in the curriculum for the first two grades of the secondary school.

3. Diversified Courses:- When a student is about 14 years old, his interests and aptitudes generally become more or less marked. The need for diversification of studies in accordance with specific interests and aptitudes is recognized as necessary at this stage. In Jamia Millia, there is a provision for three different groups of subjects, viz, the arts group, the science group and the crafts group.

4. Student Guidance:- The provision of diversified courses imposes the responsibility of giving proper guidance to pupils in their choice of courses. The guidance work done here cannot be said to be very satisfactory, yet a beginning has been started. In advising students, their (i) previous records, (ii) examination results, (iii) parents' desires, and (iv) teachers' estimates are all kept in mind.

Publication of Text-Books and General Literature

Being essentially an experiment, the Jamia Millia has extended its activities to every promising field of work. It was realized from the beginning that education in the Hindustani language would not be possible without sufficient literature, and a publication department was one of the first projects to be undertaken. This department known as Maktaba Jamia, concentrated its efforts chiefly on the publication of children's literature. It also published books of general interest and supplementary reading material for college students.

Experiments in Adult and Social Education

One very important result of the policy followed by the Jamia Millia

was that it took up social education, and made experiments on the basis of which a system of work has been built up. The department of Adult and Social Education, known as the Idara Talim-O-Taraqqi, was established in 1938, on the initiation of the late Shafique Rehman Kidwai, an old boy of the Jamia Millia and one of the staff members who had taken the pledge of twenty years' service.

The "Idara" set up experimental community centres, prepared literature for neo-literate adults, organized extra-curricular activities for children of school going age and a circulating library with home delivery service. It is now concentrating on social education, development and welfare work in villages. The experiments made by the department in literature production for neo-literates and in evolving programmes and activities for community centres have won general approval throughout the country.

Training of Teachers

The experience acquired through its own experiments enabled the Jamia Millia to appreciate the principles of basic education and to make a considerable contribution toward its development. The Teachers' Training Institute of the Jamia Millia, established in 1938, was among the first institutions of its kind, and trained teachers from almost all parts of India and organized refresher courses for experienced teachers already in the service.

The Institute now offers two courses, a B. Ed. for graduates (Senior Course) and a Diploma of Basic Training for matriculates (Junior Course). Both are recognized by the Government of India; and those who hold the B. Ed. degree of the Jamia are eligible to teach in and supervize Basic Schools and High Schools.

JAMIA TALIM-E-MILLI

On the establishment of Pakistan in 1947, this great heritage of the Muslims, along with most other educational institutions, was left behind in Bharat. But those old teachers and students of the Jamia who had migrated to Pakistan were eager to serve their new country in the field of education. For this purpose they formed an organization of the old teachers, students and well-wishers of the Jamia under the name of Majlis-e-Talim-e-Milli (Council of National Education). The President of the organization is Dr. Mahmud Husain, Ex-Minister of Education, Government of Pakistan, himself an old student of the Jamia.

The ultimate purpose of this organization was to bring about necessary reforms in the sphere of education with a view to adapt it to the needs of an independent Muslim nation. The immediate aim was to establish an educational institution at Malir, on the same principles on which the Jamia Millia Islamia was established -- keeping in view, however, the needs and conditions of Pakistan. This institution came into being on the 29th October 1952, named Jamia Talim-e-Milli.

Composition of the Jamia

The Jamia Talim-e-Milli is situated in a beautiful and healthy suburb of Karachi, viz. Malir. It consists of three institutions:

1. A primary residential school to which a boy is normally admitted at the age of six. The School has five grades.
2. A Secondary residential school which has grades from VI to X, when the student is sent up for the Matriculation Examination. The scientific Laboratory and workshop have given the school a distinct character. The school is aided and recognized by

the Board of Secondary Education, Karachi, Pakistan.

3. A College known as the Jamia College was started in July, 1955. To begin with, it admitted students to intermediate in commerce on a non-residential basis, holding classes in the evening. It was intended primarily to meet the needs of the area where the Jamia is situated and where there is now a large concentration of population without any facilities for college education. The idea was to enlarge gradually the scope of the activities of the college by adding Arts and Science sections and to give it a residential character. In conformity with this policy the Science section on a residential basis started functioning in July, 1956. Elaborate arrangements have been made to equip its laboratories with the best equipment and to secure the services of competent teachers.

Objectives of the Institution

Certain features and characteristics that distinguish it from other educational institutions in Pakistan:-

1. In the educational system inherited by Pakistan, there was no room for religion which was regarded as incompatible with modern science. The Jamia Talim-e-Milli aims at deriving all the good that is possible from the West, particularly its natural sciences and technology. At the same time the focus of the students' reflective powers is directed to Almighty God, and Islam is presented as a complete system of life. In other words, the aim is to produce persons well-equipped in the modern arts and sciences who will think in terms of Islam.

2. The institution "lays special emphasis on character-building."³
The Jamia of Delhi has always aimed at it, and the plan of the Karachi institution is also to build up the character of the students, aiming at all those qualities which would make a good Muslim and a good citizen of his country and the world.
3. The importance of social service in the life of the students is recognized. Social service requires certain qualities in its votaries, and an attempt is made to inculcate these qualities in the students so that social service may be considered by them to be the most important purpose of their life.
4. Since through mother tongue alone a person can be effectively educated, the medium of instruction in the primary and secondary schools is Urdu. At the same time the importance of English in the present circumstances is fully recognized and arrangements are made to acquaint the students with English at an early age (class IV).
5. Both effective education and character building are very much facilitated if the institution is residential, and therefore the Jamia has been established on a residential basis. There is hardly any other institution in Karachi which can truly be called residential.
6. The Jamia at Delhi had made certain successful experiments in education, the most important of which was the correlation of useful activities with education. Thus the educational work-

³Unpublished speech of the President of the institution on the occasion of its anniversary in 1955.

shop, the children's bank, the children's shop, and the dairy, poultry, and agricultural farms occupy an important place in the scheme of things. Experiments in new educational methods and techniques are encouraged. The project method is particularly popular in the school. The institution has teachers from the Jamia of Delhi who possess practical experience of these methods.

7. Health and physical fitness seldom receive in Karachi's educational institutions the attention which they surely deserve. The Jamia, however, attaches special importance to this aspect of students' life. Games and physical exercises are arranged on a large scale. Vast playing fields and a swimming pool have been provided. The institution has a part-time physician and an infirmary.
8. Dignity of labour is another ideal which is constantly put before the students. Not only are various crafts taught as regular courses, but at the same time the students are encouraged to take up carpentry, smithing and tailoring as their hobbies, and to engage in manual labour in their spare time.
9. An ambitious plan of producing and publishing literature particularly intended for the adults has been put into operation. The establishment of an adult education centre and a college for women are also in the scheme.

A Comparison of Jamia of Karachi with the Jamia of Delhi - Basic Differences.

Having briefly sketched the history of the institution, it seems necessary to point out the basic differences which exist between the two institutions in order to have a clear picture. Although the Jamia

of Karachi was established on the same principles and objectives as those of the Jamia of Delhi, the circumstances under which Jamia Talim-e-Milli came into being were rather different. After the partition of the sub-continent and on the establishment of Pakistan, a need was felt to have a similar type of institution which could experiment in the field of education and report its results, so that other schools of Pakistan might follow them.

The Secondary School of Jamia Talim-e-Milli is recognized and aided by the Directorate of Education, Karachi, Pakistan. The school, therefore, prepares the students for the examination of the Board of Secondary Education; Karachi, and it adheres to and follows the existing program for this examination and is supervised by the government inspectors.

(a) Internal Management

As has already been mentioned, the Jamia of Delhi is completely a private and independent institution for higher learning, having nothing to do with the external or internal control of the government. The internal management and the framing of policies have been undertaken by the Governing Body of the Jamia. On the other hand, the Jamia of Karachi is strictly under government control in both external and internal management. The Government sanctions a grant-in-aid to the institution. But, the internal management concerning the selection of teachers and students and other menial staff is the responsibility of the Executive Body of the institution, who are free to adopt whatever procedure they like.

(b) Curricula

The Jamia Millia, Delhi, has its own program approved by the Academic Council of Jamia. Modifications have been made in the contents of the curriculum whenever the need arises. The teacher has freedom to experiment in the methods of education, and owing to the flexibility of the system, he has the opportunity to use his own creative ability and to contribute something to the whole. The Jamia of Karachi, on the contrary, has to follow strictly the prescribed syllabuses prepared and published by the Secondary Board of Education, Karachi. The institution prepares the students of the secondary and college sections for Matriculation Examination of the Board and the examinations conducted by the University of Karachi respectively.

(c) The Choice of Books

Jamia of Delhi prescribes text books for students at all levels and the choice of books is made after an extensive examination of the quality of the book, its suitability for the age level of the students and its effectiveness in the all round development of the child's personality. After the selection of the books by the Text Book Committee, the report and the recommendations are discussed in the Academic Council of the Jamia Millia for final approval. Frequent changes are made as soon as better books are available. In Jamia of Karachi, the selection of books does not arise. The text books are prescribed by the Board of Secondary Education and the teachers have nothing to say in this regard.

(d) Examinations

Another important difference between the two educational

institutions is concerned with examinations. The Jamia Millia, Delhi, has its own Department of Examinations and a Registrar's Office, awards its own degrees, diplomas and certificates. The Jamia Talim-e-Milli, Pakistan, prepares its students for the Board of Secondary Education and for the university examinations of Karachi.

CHAPTER III

THE PRESENT SYSTEM OF SUPERVISION IN THE JAMIA SECONDARY SCHOOL

The philosophy and techniques of supervision as carried out in Jamia Secondary School are somewhat confused. The entire administrative and supervisory staff received education and served under the autocratic system of education which was designed to suit the requirements of a foreign government. So, the autocratic practices in the supervision of the school are deeply rooted in the minds of the inspectors. After independence and on the establishment of Pakistan the educational objectives of the country have undergone changes, as indicated in the message of Qaide-Azam Mohammad Ali Jinnah, the Father of the nation, on the occasion of an educational conference:

The importance of education and the right type of education, cannot be over-emphasized. Under the 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 country 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 that direction.

At the same time, we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and self 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.⁴

The educationists of the country are inclined in theory to believe in the democratic concept and attitude of supervision, partly due to their theoretical knowledge of the modern concept of supervision, and partly due to this change in the objectives of education. But in practice, the supervision of the school as conducted by any agency has all the characteristics of an autocratic type of supervision which is generally ineffective and contrary to the best interests of teacher morale and growth. In the words of John A. Bartky:

Autocratic supervision implies that the highest official in the chain of command knows the answers and that it is his obligation to pass these "absolutes" on to his subordinates. Their behavior shall be "not to reason why, but to do or die."⁵

Agencies of Supervision of the School

The supervisory function in the secondary school of Jamia is

⁴Government of Pakistan, Five Year Plan (1955-60), 1956, pp. 6-7.

⁵John A. Bartky, Supervision as Human Relations, Boston, D.C. Heath and Company, 1953, pp. 14-15.

performed by a variety of agencies. In this respect the Jamia is exactly similar to other secondary schools of Karachi. For a clear understanding, these agencies are separately described. They are:

- (a) The Assistant Inspectors of Schools.
- (b) The Head-master of the School.
- (c) The President of the Institution.

A. The Assistant Inspectors of Schools

The Assistant inspectors of schools inspect the Secondary school of the Jamia Talim-e-Milli regularly once a year. Their main duties are administrative rather than supervisory. In answer to the questionnaire,* out of thirteen respondents, nine said that the inspector visited the school only once a year, while four replied that the inspector paid his visits four times a year to the school for the purpose of inspection. The average number of visits of the Inspector to the teachers in the sample during the period of a year was 1.9. In actual practice, the inspector visits the school only once a year for the purpose of inspection and supervision of teaching.

The Announcement of Annual Inspection

For the annual inspection, the school is informed at least one week ahead, so as to enable the Head-master to keep all the records ready to be seen. As soon as the date of the inspection is announced,

*See Appendix . .

Responses to Question 13 have been overlooked, because of irrelevancy.

the majority of the teachers have a feeling of restlessness and worry. The inspector is considered as a superior authority who comes to visit classes with a purpose of criticism and fault-finding. In answer to question No. 2 in the questionnaire, which asked "What feelings do you get when the visit of an inspector is announced?" the responses shown in Table I were obtained:

TABLE I

<u>No. of teachers responded</u>	<u>Responses</u>
8	A feeling of restlessness and worry
3	A feeling of security
<u>2</u>	No particular feeling at all.
Total 13	

In addition three of the thirteen respondents specified other feelings as follows:

- (a) "disconfidence and distrust in a faithless system."
- (b) "excitement at the outcome of inspection."
- (c) "Intrusion."

Generally exhaustive preparations are made in the school for inspection. The Head-master of the school calls staff meetings. General as well as class announcements are made to the students to be ready for the inspection day. Teachers start completing old correction work and filling entries in the Attendance Registers. Special attention is paid to the preparation of illustrative materials

as an aid to teach the particular lesson. Care is taken to clean the classrooms and boarding houses, the place of drinking water and the water closets. Instructions are given to the students to pay special attention to their school uniform and personal hygiene. It is suitable at this juncture to quote William H. Burton who described the situation as follows:

"All teachers are familiar with the stir created by the appearance of a supervisor. How quickly the news spreads through the building, sometimes through the medium of innocent appearing messages carried by pupils, sometimes by no apparent means at all! Such a scurrying and cleaning up ensues, such an erasing of black-boards, such a preparation of special work! How carefully the time is calculated so that the best work can be in progress when the door opens!"⁶

The Inspector's Visit

The inspector reaches the school usually an hour or two after the starting time. Generally he first goes to the Head-master's office in order to obtain the necessary information regarding the distribution of the work of the staff. The head-master keeps all the relevant material ready for him, including the time-table for the day, and the statements concerning the distribution of work and the attendance of the staff and the students. Then the inspector proceeds to various classes with the equipment necessary for the purpose and

⁶William H. Burton, Supervision and the Improvement of Teaching, New York, D. Appleton and Company, 1924, pp. 405-406.

with some note sheets to take down notes. He also keeps a copy of the syllabus and a list of prescribed books.

The ready made statment is somewhat like this.

<u>Name of the teacher with Qualifications</u>	<u>Length of Service</u>	<u>Subject & Class</u>	<u>Period</u>	<u>No.of periods per week</u>
Mr. Hasan Rafi B.A. BEd.	6 years	English IX B	I	9
		English VI A	III	6
		English VII A	V	9
		English IX B	VI	-

As has been mentioned, he keeps a copy of the syllabus to see whether the teacher is adhering to it and following the prescribed method of teaching or not.

1. This concept assumes that there are known best methods of teaching. These are in the possession of the inspectors and may be handed out to teachers. It ignores the uncertain and experimental aspects of education.

2. The concept is destructive of personality values, particularly of initiative and originality.

3. It sets up a highly improper relationship between supervisor and teacher. Fear and distrust enter, insincerity and dishonesty result.

In answer to question No. 5, out of 13 teachers in the sample, 9 responded that the inspector observed the prescribed method of teaching.

Class Visitation

When the inspector enters a classroom, the students stand up and salute him. He often takes a seat in the rear of the room and the teacher conducts the lesson while standing. The majority of the teachers in the sample reported that the inspector takes the seat in the rear of the room. Since one of the valid and reliable measures of teaching is student's interest and enjoyment, a supervisor should not seat himself in the rear of the room where students' facial responses are not visible. The teacher tries his best to put up a good show before the inspector, and for this reason he sometimes prepares a model lesson for the occasion and he also prepares the students for the lessons, so that no harm can be done to him. In answer to question No. 3 of the questionnaire, out of 13 teachers 6 teachers reported that they usually prepared a model lesson especially for the inspector's visit. Those who said that they did prepare model lessons gave the reasons "that the inspector comes to examine the ability of the teacher, the teacher tries to put up the best show," "in order to please him and receive good remarks," and "in order to safeguard the prestige." The inspector stays hardly five to seven minutes if the method of teaching and lesson planning are according to his whim, otherwise he starts criticizing the teacher before the students and he sometimes takes charge of the class and begins to teach to show the students indirectly that the teacher was using an ineffective method. In such a conflicting and frustrating situation, the teacher feels humiliated and

disrespected. The majority of the teachers reported in answer to question No. 11 that the inspector always or often interrupted the teacher and sometimes took over the class. According to them the attitude of the inspector while taking over the class is to show his superiority and authority, to humiliate the teacher and not to suggest better methods to the teacher, as may be shown in Table No. II below: In answer to the question; What is the attitude of the inspector if he takes over the class, the following statements were made:

TABLE II

<u>No. of teachers responding</u>	<u>Statements</u>
7	To show his superiority and authority.
4	To humiliate the teacher.
2	To help the teacher.
0	To suggest better method to the teacher.
<hr/>	
Total	13

In such circumstances the teacher cuts a very sorry figure before the students, with the result that they sometimes take advantage of the situation and try to make fun of him.

Special attention is paid to the teacher's correction work. Uncorrected mistakes in the students' exercise books are pointed out to the teacher then and there and he is urged to be careful in future. Often the teachers are nervous while the inspector is in the class-

room because they consider him as a spy and a fault finder, as indicated in their responses.

In answer to question No. 17 of the questionnaire, the 13 teachers reported their attitude toward the inspector as given in Table No. III.

TABLE III

<u>No. of teachers making the statement</u>	<u>Response</u>
9	A fault-finder
7	An autocrat
3	A spy
2	A friend and guide
2	A helper
1	A democrat.

Though the sample is limited to one school and it can be said that the responses of the teachers may be coloured with prejudice, yet whatever they reported is of importance, because it shows that the relationships between the supervisor and teachers are not friendly or wholesome in so far as the purposes of supervision are concerned.

There is general feeling of relief when the inspector leaves the classroom as if he is some ominous figure. From the previous description it can be concluded that this type of visitation by the supervisor is almost certain to develop feelings of insecurity in the teacher. Performances which are evaluated in such a manner by a supervisor always disturb the performer.

The inspector does not comment on the suitability of the material for the age level of the students because the books and courses are prescribed and he knows that the teacher strictly adheres to the syllabus. For this reason, in answer to question No. 7, out of 13 respondents, 10 teachers reported that the inspector did not comment on the suitability of material, while 3 were of the opinion that he did.

The inspector does not give the teachers suggestions concerning the development of habits and attitudes by students. This is inferred from the response of the teachers to question No. 8, which is as follows:

Out of 13 teachers, 12 stated that the inspector did not give them suggestions concerning the development of habits and attitudes by students, while only one teacher responded that he gave suggestions, and he gave an example. He said, "The inspector emphasized the need of social habits."

The inspector judged the achievements of students through written work and by oral questions in the class. The following is the summary of the responses of the teachers:

Out of 13 respondents to question No. 9, 9 teachers were of the opinion that the inspector judged the achievements of students through written work and by putting questions in the class, while one considered the inspector's judgment as unreliable, another specified, that the judgment was concerned with "memorization of facts from the text by the student," and two gave no opinion.

The Inspection Report

The inspection report on the prescribed form is sent to the Head-master of the school after six or seven months of the date of inspection, pointing out the weakness of particular teachers, the discipline of the classes, criticism on the method of teaching, and that is the end of it. The teachers do not receive the report of the inspection, and the inspector does not give them suggestions, nor does he discuss any problems with the teacher after the class visit. Nearly all the teachers in the sample expressed their interest in receiving the report of the inspector, because on it depends the teacher's promotion, degrading, increment or punishments.

In answer to question No. 16, ten teachers reported that the inspector did not discuss any problem with them after the visit of the class, while three reported that he did.

Critical Remarks

After describing the supervisory activities of the inspector in the School, we observed that the existing system has all the traits of an autocratic type of supervision. The inspectors do not have sufficient time to devote to instructional supervision, and the procedure to guide and help the teacher is ineffective. There are perhaps two important causes; firstly, there is no arrangement for an in-service training program for inspectors, and therefore there is little possibility for improvement in the supervisory practices, and consequently little possibility for the improvement

of instruction; secondly, the large number of schools per inspector is a very serious problem and in several ways prevents the inspector from helping the teacher towards improvement.

The main duties of supervisors are administrative rather than supervisory. The inspection is perfunctory, that is the time spent by the inspector at the school is insufficient. The procedure of class visitation as described in this chapter indicates that the greater part of his time is taken up by routine work like checking accounts and looking into the administrative aspects of the school. There is checking for ascertaining whether the prescribed courses are being followed, the prescribed textbooks are in use, the prescribed amount of material has been covered. Thus, much effort is made to find faults, with no provision for the remedy, and contacts between the inspector and teachers are casual. All this hardly leaves any margin of time with the inspector for the discussion of problems. In this way, the teacher is not much benefited by the visit of the inspector. Though officially it has been laid down under their duties and powers to hold meetings, in practice no such meetings are arranged for the improvement of instruction. Submitting the written report with a few criticisms is no guidance. Under such a state of affairs there is little scope for the improvement of instruction and for the growth of the teacher on which the growth of students depends.

The question of working with the individual teacher for solving his problems does not arise. Therefore, there is no scope for leadership, democratic co-operation and guidance, which are the basis of the modern concept of supervision. The same holds in relation to group work.

Moreover, there is hardly any scope in the existing system of education for curricular development by the teacher and the inspector, because there is a prescribed syllabus and the inspector goes into a classroom with a copy of the prescribed courses of studies to find out if they are followed.

Another weakness in the existing system of supervision is the absence of proper evaluation. The criterion of evaluation as now prevailing is to ascertain the students' mastery of facts from the text book, and no attention is paid to the habits and attitudes of the boys and to their all round development.

B. The Head-master as Supervisor

The head-master is responsible for all the school activities, its spirit and morale. He should be a dynamic leader, having organizing ability and tact. In large schools, like the Secondary School of Jamia, the head-master is assisted by an assistant head-master and clerks to whom details of administrative routine and students' problems are delegated by him. His main work will be the co-ordination of the work of those under him, dealing with outside agencies, and devoting attention to the progress of the school.

The duties of a head-master may be summarized as follows:

1. Administrative - including finance, stores, buildings, dealing with parents and outside agencies, etc.
2. The direction of the social life of the school.

3. The improvement of instruction including participation in the formulation of curricula and testing programs. In all circumstances, whether he has to do teaching work or not, he should visit classes and supervise the work of his teachers. This is an important duty.⁷

The head-master as a supervisor is expected to consider the improvement of instruction as one of the most important duties of his position. His personality and personal contacts have much effect on teacher morale. His physical and mental characteristics, his professional background and experience, and his leadership in the improvement of the teaching learning situation, all play a vital role in the growth of teachers as well as students.

But in the case of the institution in question, the head-master is preoccupied with his clerical and administrative responsibilities, with the result that the school is not duly benefited by him as a supervisor.

In answer to question No. 1 which asked, "What are the positions of the persons who may enter your classroom for purposes of inspection or supervision?" the majority of the teachers mentioned the head-master, but out of 13 respondents, the following specified the number of visits the head-master paid to classrooms for the purpose of supervising teaching, as shown in Table IV below:

⁷Notes on Education course No. 213, A.U.B.

TABLE IV

No. of teachers responding	No. of times per year the Head-master visits the classes for supervision.
9	0
2	2
<u>2</u>	<u>1</u>
Total 13	3

It can be concluded from the above table that the head-master of the school concerned visits classes erratically and that the majority of classes are not visited at all.

It must be pointed out, however, that the time factor hinders the discharging of his important duty as a supervisor. According to the rules and regulations of the Secondary School Board, the head-master must teach at least twelve periods per week. If one or two members of the staff are on leave, his load is further increased, and he finds little or no chance to direct his attention toward supervisory work.

Another factor that stands in the headmaster's way of performing his supervisory activities is that the staff generally are suspicious of a head-master, owing to their conception of supervision as fault finding. They resent their shortcomings being pointed out to them, and the consequence is distrust, conflict and lack of co-operation between the teachers and the head-master. Generally, head-masters

are partly responsible for the creation of this situation which may be overcome through tact, sympathy and a good attitude on their part.

C. The President of the Institution as Supervisor

The President of the school who is also the Head of the Department of History at the University of Karachi and a distinguished educationist, seldom pays his visits to the Secondary School of Jamia in the capacity of a supervisor. None of the thirteen respondents to the questionnaire reported that the President visited their classes in spite of the fact that the teachers expressed their feeling of happiness and took it as a "father's visit." Sometimes, once or twice in a year he pays a surprise visit at the request of the Secretary of the School. During these surprise visits, as the writer noted, he sits in the class for a few minutes and goes out. If he has time, he discusses the good as well as weak points with the teacher and suggests to him some better methods to improve his teaching. It is worthy to note that his attitude is sympathetic, co-operative and encouraging. He gives full recognition and attaches importance to human personality and believes in the originality and creativity of the teacher. It is regretted that due to lack of time he is not in a position to supervise the school more closely.

Every Sunday he comes to the school and does some administrative work, holds meetings and visits the boarding houses to see the

living conditions of the boys. Often he gives some suggestions to the head-master and to the wardens of the hostel. The weakness in his program is the lack of planning. An activity without planning is not very fruitful.

D. Over-all Supervisory Picture

Having so far described the various agencies of supervision of the school separately, it seems desirable to put together their work and take an over all view of the situation. To begin with, it would be clear that there is no co-ordination among the various agencies and the whole program lacks direction, purpose and planning.

1. Supervision is autocratic. It destroys the individuality of the teacher, represses his initiative, inhibits him emotionally, and interferes with his self reliance and self expression.

2. Supervision lacks basic principles that are objective, valid and reliable.

3. Supervision is performed by inadequately trained staff.

In the light of the over-all supervisory picture, we are in a position to formulate the objectives which seem to be in the minds of the supervisors.

1. To detect inefficiency and neglect of duty on the part of the teachers.
2. To create a feeling among the teachers that carelessness and neglect of duty are not likely to go unnoticed, thus providing motivation to the teachers.

3. To verify if the additional grants requested are justified.
4. To check if the public money is being properly spent.

CHAPTER IV

MODERN CONCEPT OF SUPERVISION

Shift in the Concept of Supervision

The purpose of supervision of any group activity is to ascertain that it is being carried out properly, and to guide the members of the group, so that the desired goals may be achieved. Therefore, the objectives of educational supervision will be in accordance with the philosophy of education adopted. Supervision must be defined in terms of the purposes for which it is used.

"At its best supervision is the most noble and dynamic of all educational endeavour. It is the most noble because it is the most considerate; it is the most dynamic because it is the most creative."⁸ Supervision is a service activity that exists to help teachers to do their job better. It is the improvement of teaching learning situations and all that is connected with these processes such as methods, curricula, and material facilities along with evaluation of growth and achievement of teacher and pupil.

The fundamental changes which are taking place in education, however, have influenced the common conception of supervision con-

⁸ W.H. Burton, Supervision and the Improvement of Teaching, New York, D. Appleton and Company, 1924, p. 10.

siderably. More effective means are evolved for the improvement of education. These changes, like many others in education, have been the source of much confusion and misunderstanding. If one does not stick to the older supervisory practices, what should one do? Some have suggested that there is no need for supervision and consequently the position of the supervisor be abolished and classroom visits be eliminated as supervisory techniques. Should the classroom visits and the supervisory conferences be discarded? What about the demonstration lesson? How are the teachers to be evaluated? What is to be done about the weak teacher? Who will be able to determine wither education is heading? To answer these questions, and to come to some reasonable conclusions it is necessary to understand the relationship between the kind of education desired and the methods which will be effective in promoting it, because like all other educational practices supervision is concerned with the learning process.

At the outset of this chapter, it will be well to state that no attempt will be made to cover all aspects of the tremendous problems of instructional improvement and teacher growth. Within the limited space available an attempt will be made to clarify the modern concept of supervision.

In order to proceed to write on the modern concept of supervision it is necessary to bring out the differences between instruction in the old and new types of schools. The two have been concisely differentiated as stated below:

The Old School

- (a) Emphasized the teacher and the syllabus
- (b) Considered factual knowledge and memorization to be of primary importance.
- (c) Accepted the doctrine of full transfer of training by sharpening the faculties.
- (d) Emphasized learning by listening and recitation.
- (e) The teacher was a tester of the student's mastery of facts from the text-book.

The New School

- (a) Emphasizes the needs and interests of students, their growth and development.
- (b) Considers the development of habits and attitudes to be of primary concern.
- (c) Accepts limited transfer of training.
- (d) Considers education as growth and self activity.
- (e) The teacher is considered as director and helper of student's learning activities.

It is evident from the analysis of instruction of the two types of schools that the type of supervision required to achieve the aims of the older type of school will not be suitable for the needs of the newer type. Supervision is surely to be authoritarian where the supervisor evaluates the factual knowledge, while to create an atmosphere suitable to good democratic habits it is deemed necessary for the supervisor to follow the democratic philosophy and principles. "The teacher is considered as a director and helper of students learning activities" is in harmony with the statement of Spears,

regarding the modern concept of supervision by saying:

"Supervision has gradually moved from the improvement of instruction to the improvement of learning."⁹

Thus, school supervision has a much broader concept as stated by William H. Burton and colleagues.

The spirit of modern supervision stresses not merely teacher growth but teacher participation in the study and improvement of the total teaching learning situation. This necessitates a progressive movement away from the prescription of specific devices and toward the constant stimulation of the teacher to the understanding of principles and their use in guiding behavior. The teacher of the future should be a free, ingenious individual evolving his own minor, every day techniques by intelligent use of principles.¹⁰

If the supervisor is at all to be of any help to the teacher to enable him to achieve progress in the teaching of the "new school," he should at least provide a suitable atmosphere for the teacher that may give him opportunity to try and experiment new methods. Thus modern supervision in order to be harmonious with the aims and values of the modern school has to be creative.

The changes which are taking place in instructional supervision may be classified into three aspects. It should, however, be noted that these aspects are so much interwoven that it is difficult to separate them. They are the outcome of the changes in purpose, scope and nature of education itself.

⁹Harold Spears, Improving the Supervision of Instruction, New York, Prentice - Hall, p. 90.

¹⁰William H. Burton, Leo J. Brueckner, Supervision A Social Process, New York, Appleton-Century-Crofts, 1955, p. 73.

regarding the modern concept of supervision by saying:

"Supervision has gradually moved from the improvement of instruction to the improvement of learning."⁹

Thus, school supervision has a much broader concept as stated by William H. Burton and colleagues.

The spirit of modern supervision stresses not merely teacher growth but teacher participation in the study and improvement of the total teaching learning situation. This necessitates a progressive movement away from the prescription of specific devices and toward the constant stimulation of the teacher to the understanding of principles and their use in guiding behavior. The teacher of the future should be a free, ingenious individual evolving his own minor, every day techniques by intelligent use of principles.¹⁰

If the supervisor is at all to be of any help to the teacher to enable him to achieve progress in the teaching of the "new school," he should at least provide a suitable atmosphere for the teacher that may give him opportunity to try and experiment new methods. Thus modern supervision in order to be harmonious with the aims and values of the modern school has to be creative.

The changes which are taking place in instructional supervision may be classified into three aspects. It should, however, be noted that these aspects are so much interwoven that it is difficult to separate them. They are the outcome of the changes in purpose, scope and nature of education itself.

⁹Harold Spears, Improving the Supervision of Instruction, New York, Prentice - Hall, p. 90.

¹⁰William H. Burton, Leo J. Brueckner, Supervision A Social Process, New York, Appleton-Century-Crofts, 1955, p. 73.

(1) Purpose

It is true that the ultimate purpose of supervision is the improvement of instruction. Under this philosophy, it was believed that the best way to improve the learning process was to improve the teachers. Supervision was therefore focussed on the teacher, and its immediate purpose was to teach him how to teach better. The purpose of modern supervision is subtly different. Instead of focussing its attention on the teacher, it concerns itself with the "improvement of the total teaching learning situation." Teachers are in need of more able leadership to develop their growth and to co-ordinate their efforts to operate a good school. The purpose of modern supervision is, therefore, to supply the leadership which will help the staff to improve the learning situation and their professional growth. Instead of merely concentrating on the evaluation of the subject matter it is taking the form of co-operative educational leadership. Instead of telling teachers how to do their job better, the supervisor works with them in the study and analysis of the total teaching learning situation to find out how to improve that situation. Under these conditions, Barr and Burton have noted that "improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher function in which supervisors participate." It can be seen that there has been a significant shift in the purpose of supervision. This shift occurred because of the change in view points concerning the scope and nature of the process. Instead of imposing upon the teacher better methods,

the supervisor works with the teachers as individuals and in groups to help them to discover how the learning situation might be improved.

(2) Scope

It should now be clear that the scope of modern supervision is broader than what it was under the old philosophy. Usually the job of the supervisor was only limited to the activities of the classroom visits in which the supervisor taught the teacher some aspects of the teaching job. Now the supervisor and teachers are concerned with the total teaching learning situation which includes the teacher, the classroom and the pupil. It also includes the curriculum, the materials of instruction and the whole administration of the school.

(3) Nature

Although the ways in which the nature of modern supervision differs from earlier types have been implicit in the fore-going discussion, it may be helpful to clarify them further here:

1. Modern supervision is co-operative. It seeks the co-operation of the entire staff in the study of the educational problems of the school. Much attention is directed to the functioning of group processes, and the contribution of all the members is encouraged.

2. The relationship of the modern supervisor to the teaching staff is based on friendliness. He is co-worker and consultant.

3. The emerging concept of supervision is experimental and creative in nature.

We have attempted to differentiate the new from the old in terms of differences in purpose, scope, nature and methods. For the sake of brevity a comparative study of the authoritarian and democratic types of supervision will not be discussed here in detail. Only an attempt will be made to summarize these differences in the following arrangement as given in Table V to help the reader see these differences more clearly.

TABLE V

Types of Educational Supervision*

	<u>Authoritarian</u>	<u>Democratic</u>
Purpose	Training or improvement of the teacher into a pattern predetermined by the authority.	Improvement of total teaching learning situation, teachers participate in policy making.
Scope	Limited largely to the improvement of classroom teaching.	Inclusive of all important factors affecting the teaching-learning situation: teacher, physical plant, administrative policies and procedures, pupil's nature and needs, community.

*Taken as a summary from Willard S. Elsbree, H.J. McNally, Elementary School Administration and Supervision, New York, American Book Company, 1951, pp. 410-11.

	<u>Authoritarian</u>	<u>Democratic</u>
Nature of	Imposed.	Co-operative.
Characteristics	Supervisor assumed to be superior.	Supervisor is a friend, guide and consultant with teachers.
	Leadership due to status.	Leadership shared. Authority derived from the group.
	Functions prescribed and limited to the teaching act.	Functions flexible and diverse, derive from the need of the situation.
	Little over all planning.	Unified efforts resulting from careful planning by the group.
	Fixed, rigid, static.	Experimental and flexible, constantly seeking better methods.
	Teacher and pupil focussed.	Situation focussed.
Methods	Teacher evaluated by his supervisor for administrative purposes.	Self-evaluation by teacher and supervisor, and co-operative evaluation of their functioning for the purpose of improving the total teaching learning situation.

Authoritarian

Class observation
followed by pointing
out errors.

Democratic

Provision for consultative
service at teacher's request,
discussion with the teachers
of their problem.

Principles of Modern Supervision

Principles are among the basic controls of action. Education or any other human undertaking cannot be conducted efficiently and intelligently without aims and ends, without basic guiding principles. The underlying philosophy of modern supervision is based on democracy and the scientific method to facilitate growth and the development of responsibility and creativity in teachers and pupils. The modern type of supervision is democratic, scientific and creative.

In fact all the above mentioned aspects of modern supervision are interdependent and correlated. Their classification is only for the purposes of emphasis and analysis.

Democratic Supervision

As democracy involves respecting the individual and giving him the opportunity to develop his potentialities, it has become necessary to allow the teacher to participate in discussion and to express his views. His co-operation is sought, and the supervisor has become a leader and a guide. The leader is followed by others, because he has proved his ability in dealing with their problems,

and he depends upon their co-operation in solving these problems. He does not derive his authority from his official position only but also from his personality which inspires respect and confidence.

Good supervision is based on the democratic philosophy. It includes the following:

(a) Supervision will respect personality and individual differences; will seek to provide opportunities for the best expression of each unique personality.

(b) Supervision will provide full opportunities for the co-operative formulation of policies and plans, will welcome and utilize free expression and contribution from all.

(c) It will stimulate initiative, self reliance, and individual responsibility on the part of the teachers in the discharge of their duties.

(d) It is based on the assumption that teachers are capable of growth.

(e) Supervision will substitute leadership for authority.

Scientific Supervision

The scientific aspect of supervision is based on objectivity and the scientific method in research and problem solving. It is based on observed facts, their analysis and measurement so that conclusions may be arrived at, which are free from prejudice. The aim is to discover strong and weak points in teaching and to suggest improvement. The scientific supervision, according to Burton, is

"critical, analytic, discriminating and objective in thinking."¹¹

To be specific, we may say that supervision implies the following principles:

(1) leadership, (2) co-operation, (3) tact, (4) objectivity, (5) creativity, (6) integration, (7) planning, (8) flexibility and (9) evaluation.

Leadership and Co-operation

According to the democratic aspect of supervision, as has already been mentioned, the teacher's individuality is respected and opportunity is provided for the development of his creative potentiality. The teacher is allowed to participate in discussion and to express his views. The democratic supervisor proves his ability in solving teachers' problems and seeks their co-operation to contribute for the solution of the problems. His authority is derived from his personality which inspires confidence and respect in those with whom he has a chance to work.

Democracy has, first, made untenable the older relationship between the leader and the led. Imposition and direction as techniques have been discredited. Second, it is recognized that leadership and creativity appear upon all levels and among all types of persons. Third, co-operative techniques replace those of central determination and direction. Policies, plans, techniques, and the evaluation of these are group determined. All types of persons are invited to contribute to the formulation of plans and decisions which affect them. Fourth, authority is derived from analysis of the needs and possibilities of a situation.¹²

¹¹ Burton, op. cit., p. 83.

¹² Ibid., p. 81.

The democratic supervision is "blessed twice" -- it blesses the person who receives co-operation and the person who gives. It means that all the persons concerned with the improvement of the total teaching learning situation feel encouraged, helped and inspired for the attainment of the common goals, and on the other hand the supervisor himself obtains satisfaction in fulfilling his duties which are achieved through the co-operative work of all.

Co-operation 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. Co-operation 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 the 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.¹³

This method of co-operation and this friendly and co-operative attitude of the supervisor make the work very pleasant. Having confidence in the participants gives him peace of mind which will offer him opportunity to do other creative work in order to help the teacher. It is suitable to quote Wilter Bynner's short poem as quoted by Wiles.

¹³ 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.'¹⁴

Tact. It is evident that such ideal principles and objectives cannot be realized without tact. Tact means considerateness, sympathy and wisdom in handling human relation. A tactful supervisor creates a feeling of security and respect for teachers. He is a patient listener and commends the good aspects. In this way he can easily disarm the excited teacher and bring him back to his normal state of mind. In fact the attitude of the supervisor has a great effect as Wiles writes:

The type of experience a person has determines the attitude, values and points 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.¹⁵

But tactfulness does not mean that the supervisor should flatter teachers to seek cheap popularity. He should be fair and firm in his dealings without arousing irritation and frustration unnecessarily.

Creativity. The principle of creativity involves the provision of a suitable atmosphere for the teacher, that may enable him to

¹⁴Kimbal Wiles, Supervision for Better Schools, New York, Prentice Hall, 1950, p. 22.

¹⁵Ibid., pp. 34-35.

try and experiment to improve his methods and values. The aim is to make the teacher depend on himself in taking the initiative to solve his problems. 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."¹⁶

The following quotation is pertinent.

Democratic supervision which provides ample opportunity for participatory discussions and group formulation of policies and plans, which treats all contributions with respect no matter how small or simple, inevitably stimulates creative expression from many, perhaps from all, of the group. Current belief is that every normal individual is capable of creative expression in some degree. Supervision, in addition to providing opportunities for creative contribution, will deliberately seek latent talents, will deliberately manipulate the environment to provide settings for creative expression. The effect of creative supervision... will be reflected directly in creative teaching and learning.¹⁷

Integration. Without the integration and co-ordination of all the aspects of an activity, very little can be achieved. This is why educationists insist that the child should be taken as a whole and that his education should be so co-ordinated as to enable him to develop his potentialities. The learning should be based on the needs and interest of the child and society. A child-centered curriculum is advocated. But the supervisor, as described in the previous chapter, often limits his attention to the teaching of

¹⁶ Ayer, op. cit., p. 184.

¹⁷ Burton, op. cit., pp. 84-85.

subjects or routine and over looks the balanced development of the learner. The supervisor should see whether what is being taught is vitally related to the needs of the learner and the community.

Planning is a fundamental principle of supervision. Planning should be continuous, emergent and developmental, suited to actual situations. It does not mean formal planning wholly in advance, and slavishly followed. Constant replanning is inherent in the conception. Activity without planning means disorganization with no definite end being attained. As the teacher is expected to plan his work, so the supervisor is expected to plan his. Otherwise, he will reach no where. As Burton writes:

The value of supervision cannot be determined well, if at all, unless a plan is set up sufficiently definite so that the results of its operation can be measured. The staff must have clearly in mind the objectives which they wish to attain; they must know the methods by which these outcomes may be accomplished; they must know some of the obstacles which will likely appear; they must know how to adjust the means and facilities available to the achievement of the desired end. A good deal of ineffectual supervision exists because groups have failed to make definite plans.¹⁸

Flexibility. As has been mentioned, planning does not mean that whatever is planned must be followed irrespective of any consideration of its implications or new developments. Flexibility means modification according to the varying circumstances so that the results may be fruitful. Individuals, communities and environments differ and as such what is good for one school may not be beneficial for

¹⁸Burton, op. cit., pp. 127-128.

another.

To help teachers effectively, supervisors themselves must be thoroughly aware of pupil differences and flexible techniques adapted to individual and group situations. Supervisors are also confronted with the problem of adjusting supervision to meet the individual needs of teachers.¹⁹

Evaluation. The principle of evaluation involves the comparison of the achievements with objectives set up to ascertain how successful the activity has been. This process also involves measurements and appraisal of their results. It may eventually lead to the re-evaluation of the objectives in relation to the needs of the individual and those of society. Evaluation is, in other words, the finding of the value or success of an activity or result in relation to the goal. Evaluation is important in supervision as well as in teaching. It is necessary to evaluate the intellectual, social and moral growth of students, the efficiency of teachers, and the suitability of methods and curricula. He who ignores evaluation is ignorant of where he is and whither he is going. Therefore evaluation should be a continuous process.

Wiles defines evaluation as follows:

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 according to evidence, and revising procedures and goals in the light of the judgments. It is a procedure for improving the product, the process, and even the goals themselves.

¹⁸
Ayer, op. cit., p. 387.

Evaluation is an important phase of group leadership. It is the procedure through which a supervisor can bring about group self-improvement.²⁰

In the light of the above quotation, evaluation should be conceived primarily in terms of the educational purposes which the program of supervision is intended to serve. If, for example, one of the purposes of supervision is to stimulate teachers to improve their methods of classroom instruction, evaluation must concern itself with ascertaining the extent of its effect on stimulation and improvement.

If the purpose is to enrich and vitalize the course of study, evaluation must seek to determine whether the pupils are really deriving greater educational value from the "enriched" and "vitalized" program than they did formerly; if the purpose is to re-establish faculty...and school morale, the objectives of evaluation will be to assess in various ways the degree of improvement in personal and professional attitudes, in human relations, and ultimately, therefore, in efficiency of teaching and learning.²¹

Evaluation, therefore, requires:

- (a) Clarification of objectives.
- (b) Measuring instruments for the appraisal of behaviour.
- (c) Interpretation of results.
- (d) Improvement in the activity whenever necessary in the light of results obtained.

In the evaluation of a school or school system, the general aim would be to ascertain whether the general objectives of education

²⁰Wiles, op. cit., p. 248.

²¹Thomas H. Briggs and Joseph Justman, Improving Instruction Through Supervision, New York, The Macmillan Company, 1952, p. 239.

and the special objectives, relating to the needs of that community are being achieved, and to what extent or to what degree they are being achieved, and the appraisal of all the elements, factors and means which are operating or are employed for the realization of the objectives.

Since supervision is directly concerned with the teaching-learning process and how to improve it, the supervisor must pay attention to the following factors which are given in a summary fashion:

1. The School Organization with regard to:
 - (a) Administrative and supervisory policies of the school.
 - (b) The grouping of students.
 - (c) The School policies of students' promotion.
 - (d) The quality and adequacy of the staff.
 - (e) The provision of facilities for guidance and health.
 - (f) The wholesomeness of the school finance.
2. The curriculum and students activities.
 - (a) Do they ensure student all-round growth -- intellectual, physical, social, economic, and aesthetic?
 - (b) Does the curriculum provide for general education and special education according to needs and aptitudes.
It means does it provide for participation in life today and for preparation for life after leaving school?
3. Instruction or the teaching-learning process.
 - (a) Ensuring the acquirement of attitudes, skills, and functional knowledge and information.

- (b) Ensuring attention to individual differences.
- (c) Ensuring student participation in classroom activities.
- 4. School-Community Relations.
 - (a) Participation in community life and avoidance of school isolation from the community.
 - (b) Participation in the solution of community problems.
- 5. Follow-up investigation of:
 - (a) Drop-out and causes.
 - (b) Success or failure in life.

Procedures for Evaluating the Educational Product.

Evaluation has always been a basic element in the teaching - learning process. Historically, the school first emphasized the acquisition of specific information in the various areas of learning by written and oral examinations to evaluate the mastery of the subject-matter. Ultimately, because of rating by different persons were unreliable, standardized tests were developed to ensure more dependable methods of appraising the educational product. The educational product consists of knowledge, skills, attitudes and habits. It generally implies the behavioral changes desired in pupils.

The list below includes the more important and useful techniques of appraisal that are being used at the present time. The procedures given in Group I in general are objective and yield quantitative information, whereas in Group II they are largely subjective and lead to judgments about quality of behaviour:

Group I Tests and Standardized techniques.

1. Standardized tests.
 - (a) Achievement tests.
 - (b) Intelligence tests.
 - (c) Tests of motor skills and abilities.
 - (d) Aptitude tests.
 - (e) Personality tests.
2. Objective unstandardized tests.
3. Essay type of tests.

Group II - Evaluation of behaviour techniques.

1. Problem-situation tests.
 - (a) Direct experience.
 - (i) Performance of an experiment.
 - (ii) Actual life-situations to be met.
 - (b) Indirect approach.
 - (i) Improved essay type examinations.
 - (ii) Records of behaviour.
 - (iii) Questionnaire concerning work habits, interests etc.
 - (iv) Interview with students and parents.
 - (v) Projective techniques.

In evaluating the competence of a teacher, the following points may be taken into consideration:

I. Personality qualities:

- (1) Emotional stability.
- (2) Tact and sympathy.
- (3) Intelligence.
- (4) Co-operativeness.
- (5) Cheerfulness.
- (6) Reliability.

II. Knowledge:

- (1) Scholarship and knowledge of subject-matter.
- (2) Knowledge of professional methods and principles.
- (3) General culture.

III. Interests and attitudes.

- (1) Interest in pupils and in teaching.
- (2) Interest in extra-curricular activities.
- (3) Social and moral attitudes.
- (4) Adherence to a professional code of ethics.
- (5) Efforts toward self-improvement.
 - (i) Interest in attending educational conferences.
 - (ii) Interest in further study.
 - (iii) Kinds of books owned or read.
- (6) Interest in community -- understanding community needs and problems and participation in solving these problems.

IV. Competence as a director of learning.

- (1) Identification of students' needs and stimulation of interest.

- (2) Provision for individual differences.
- (3) Encouraging self expression, critical thinking and creativity.
- (4) Use of audiovisual aids.
- (5) Ability at the evaluation of student growth and achievement and skill in students counselling and guidance.
- (6) Attention to physical environment in matters of lighting, heating and ventilation.²²

From the above analysis of the evaluation of the educational opportunity and product, its methods and techniques, it is clear that evaluation is the basic and more complex of all the principles of supervision. An insight into the principles already described would make the reader realize that evaluation touches all aspects of supervision. It serves as a balance to the application of all guiding principles. It is, thus, the vital role of the supervisor to help teachers to evaluate their work in the light of the objectives. The supervisor should take part in the evaluational work with the co-operation of the teachers, pupils and community.

Here it seems necessary to give a summary of the objectives of supervision.

²² Adopted from Burton, W. and Brueckner, Supervision A Social Process, New York: Appleton-Century-Croft, 1955. pp. 239-241.

The Objectives of Supervision

- (1) To help teachers see more clearly the real ends of education and the special role of the school toward these ends.
- (2) To provide effective leadership in a democratic way, in promoting the professional improvement of the school and its activities, in fostering harmonious staff relationships, in stimulating professional in-service growth of teachers and in bringing the school closer to community.
- (3) To ascertain the work for which each teacher is most suited, to assign him that work, and to encourage him to develop his capabilities.
- (4) To help teachers develop greater competence in teaching and evaluating their work.
- (5) To contribute to the educational program in such a way that quality of living be improved thereby.

CHAPTER V

RECOMMENDATIONS AND SUGGESTIONS

FOR

IMPROVING SUPERVISION IN THE SCHOOL

Having pointed out the defects in the present system, and having stated the modern concepts of supervision, we should now proceed to the formulation of an improved system of supervision in the school under discussion. The present system suffers mainly from the lack of co-operation and co-ordination of the various agencies of supervision, and from the absence of planning and clearly defined objectives.

In order that the supervisors can carry out supervision effectively, certain aims should be planned and formulated for improvement that concerns the curriculum, teacher growth, student growth, school administration, evaluation and the school and the community relationship, and the work of the supervisory agencies should be coordinated for the achievement of the aims.

Aims of the Supervisor

1. Improvement of the curriculum

Although the curriculum of the school stresses subject matter, there is still a role for the supervisor to play in the field of curriculum improvement. He can give guidance and direction that can

be applied under the present curriculum, so that learning may be more effective from the point of view of student's growth which leads to the improvement of the society in which he lives. The present curriculum of the school tends to encourage intellectual training through theoretical knowledge with little emphasis on other activities and practical work, which results in verbalism and the memorization of facts by the students. No doubt theoretical knowledge is important, but to neglect provision for the development of the whole personality would lead to harmful results. Students have certain needs, motives and interests that the supervisor as well as the headmaster and teachers of the Jamia should pay due attention to. Although the curriculum is subject-centered, the supervisor can make the best out of it by directing teachers to follow the psychology of learning.

An initial plan for curriculum development will involve two major aspects.

- (1) The revision of the existing curricula.
- (2) The training of the teachers and the supervisors to enable them to put this revised curriculum into effect.

It is, therefore, suggested that the appointment of a specialist in curriculum development should be made by the Government Department of Education. The specialist might train the supervisors and the heads of the schools who in their turn can guide the teachers. The specialist should go with supervisors and head-masters from school to school in order to observe and guide them in curriculum development and the practical application of the modern theory of learning.

Materials and curriculum will be judged to be good or poor in the degree to which they contribute to the effectiveness of learning, to growth and achievement by the learner.²³

2. Improvement of Instruction, Student Growth, Teacher Growth

The reader may be reminded at this juncture that the main aim of supervision of schools is the improvement of instruction and learning. In the third chapter it was inferred from the answers of the teachers in the questionnaire that some of the weaknesses of the present system of supervision stem from three important points:

(1) The supervision is conducive to the persistence of the same old type of school, (2) the supervisor and head-master do not have enough time to devote to instructional supervision, and (3) the procedure to guide the teacher is ineffective.

If supervision is to contribute to student growth, it is essential for the supervisor and head-master to apply the modern concepts of supervision as discussed in Chapter IV.

For the improvement of pupil growth the supervisor's function is to suggest and provide activities and means that contribute to increasing each teacher's knowledge of his own pupils' growth and development. He should help his teachers to direct their attention to the four aspects of human development, the physical, the mental, the emotional, and the social, and to emphasize the inter-relationship

²³ Burton and Brueckner, op. cit., p. 368.

among these factors! When the teacher obtains this information about each child, he will be able to guide him effectively and to solve his problems more effeciently.

The supervisor should share the responsibility with the teachers for evaluating the progress of the students. According to the present practice in evaluation, most of the evaluation is based on general impression through visitation and not on accurate appraisal.

The following are some suggestions to be carried out by the head-master and supervisors of Jamia Talim-e-Milli for the improvement of instruction and teachers' professional growth.:

1. The teachers should be given talks on the aims of education and methods of teaching. Discussions may also be held with them on specific problems.
2. Professional libraries should be provided and the staff should be encouraged to read and report.
3. Arrangements may be made for the teachers to attend classes of more competent and experienced teachers of the secondary school of Jamia and also other schools.
4. The teaching staff of the school should be divided into various groups according to the subjects they teach under the heads of departments, who might be given responsibility to supervize the work of those working under them.
5. At least five hours a week should be allotted to class visits by the head-master of the school.

3. School Administration

It appears from this study as mentioned in Chapter III that supervisors of the school care too much for its administrative aspects. They spend too much time in discussing and inspecting the administrative matters. Although the supervision of the administration is the work of the supervisor, yet it should not consume most of the time of his visit.

The head-master of the school also spends too much time on administrative details which could be delegated by him to teachers so that he may have time to attend to his supervisory work.

Since a supervisor cannot visit each school because of lack of time and so many schools are entrusted to his care, the head-master of the Secondary School of Jamia should take the responsibility of supervision so that teaching and learning may be properly benefited. Again, the supervisors should ask the head-master to maintain records of all his visits with his specific suggestions, so that the supervisor may be able to appraise the work of the teacher as well as the head-master. Besides this, the supervisor should ask the head-master to send him quarterly reports on each teacher's development and growth toward the improvement of his instruction. This procedure may be of great help to the supervisor to select the teachers who need his help most.

4. Reports on Teachers

In the questionnaire it was reported that the teachers did not

receive the report of the supervision personally. Therefore, it is suggested that after every visit to the school, the supervisor should write a report of two parts, one about each teacher with specific suggestions given to him, and the other about the general administration of the school. A copy of the first part should be sent to the school for the benefit of each individual teacher.

Methods and Procedures

1. Classroom Visitation

Class-visitation is one of the most common practices of instructional supervision of the school. These class visits due to various circumstances as mentioned in Chapter III fail to contribute appreciably to the improvement of instruction. Even some of the visits result in insecurity and frustration on the part of the teachers.

When a supervisor visits the school he should have a thorough knowledge of the modern concept of supervision. He should control every aspect of his behaviour. When in contact with the teacher of the school he should bear in mind that careless behaviour on his part may sometimes cause mis-interpretation by the teachers.

According to Bartky, the purpose of classroom visitation by the supervisor is to provide opportunity, under actual classroom conditions, for him to explore the teacher's needs, motivate him to improve his instruction, guide him, study his emotional problems, and evaluate his teaching efforts.²⁴

²⁴ Bartky, op. cit., p. 145.

In addition to the above mentioned aims, class visitation is to give the supervisor a chance to explore the physical conditions of the classroom with a view to assure himself that the needs of the teacher and students are being adequately provided for, because the physical conditions such as ventilation, temperature, moisture, seating arrangement, etc., affect teaching and learning. "Many teachers become so absorbed in their teaching efforts that they disregard the physical conditions of their classroom."²⁵ The task is to make the teacher aware of a healthful classroom environment and to assist him to achieve one.

What should the Supervisor Observe?

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

1. He should observe 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 attitude and methods:
 - (a) Does the teacher direct activities or does he dominate?
 - (b) Does he stimulate independent study by the 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?

²⁵Ibid., p. 148.

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 conditions: seating, ventilation, lighting, cleanliness.
7. Testing by supervising officer.

After the class, all observations have to be discussed with the teacher concerned in a sympathetic manner with the aim of helping and not condemning.²⁶

Conference With Individual Teachers.

As quoted above, the supervisor should after the visits, meet the teachers individually to discuss their problems in a friendly and co-operative way with a view to improve the teaching practices and to solve their problems. It is advisable for the supervisor to

²⁶ Notes on the course, Education 213, A.U.B., p. 31.

start with the good aspect of the teacher's work to gain his confidence and willingness to co-operate. The discussion should proceed until the two agree on ways to improve instruction. In this manner the teacher would feel that he is actively participating in the solution of a problem and he would accept the challenge enthusiastically.

Every visit must be followed by conference between the supervisor and the observed teacher. Again the supervisor's actions will be determined by remembering his main purpose, to help the teacher improve his instruction. The supervisor will be constructive: he will select strong points; he will suggest techniques or materials to strengthen weak points; he will use illustrations; he will suggest specific readings; he will offer help in planning or evaluating. It is this conference, not the visit, which furthers the program of supervision in the school. ²⁷

It cannot be over-emphasized that the conference following the supervisor's visit to a classroom is the vital part of this technique in supervision. It can be said almost with certainty that if a visit is not followed by a constructive conference, the visit may have been harmful and should not have been paid. At best, the visit in such a case is for inspection and not for improvement.

The conference must be planned carefully. Perhaps a few suggestions in this regard can help the supervisor in a general way whether he is inspector, head-master of the school or the president of the institution.

²⁷ R.C. Hammock, R.S. Owings, Supervising Instruction in Secondary Schools, McGraw-Hill Book Company, INC. New York, 1955, p. 187.

1. The supervisor should have rapport with the teacher first.
How to do this will, of course, be determined by what is known about the teacher as a person. Finding the strong points about the teacher is usually a good start or approach. Perhaps the attitude of the supervisor is most important of all. His words, his tones, and his manners will show his desire to help.
2. The supervisor should guide the teacher through an analysis of teaching through discussion, trying to lead the teacher to see for himself how a different practice might have obtained a better result.
3. The supervisor should provide suggestions to try out situations under discussion, examine new plans, observe new practices, and evaluate the results.

Close of the Supervisor's visit

There are two cautions a supervisor should observe in bringing his visits with the teacher to a close.

1. He must never leave until the lesson he has observed has been concluded, lest he will miss some essential phases of it. Some teachers manage to tie the lesson in a well-organized fashion in the end. Nothing is more disconcerting to a teacher than to have the supervisor get up and leave in the middle of the class activity. The teacher is certain to ask himself: "Was the supervisor disappointed?" "Why did he not give me a chance to tie the lesson

together?" These doubts would certainly make him feel insecure.

2. The supervisor should close his visit with a proper farewell. He must do all in his power to avoid leaving the teacher uncertain about his reaction to his performance, and he should try to discuss the visit with him.

In short, visits to classes by supervisors should be purposeful. Each visit should be pre-planned and made for a purpose which is clear to both the supervisor and the teacher. The formal classroom visitation provides an excellent opportunity for exploration of teachers' needs -- physical, social and educational. As a matter of fact, it should now be obvious to the reader that certain needs cannot possibly be unearthed except through visitation.

A Leadership Code for a Supervisor

By way of summary, it is suitable here to present a leadership code for a supervisor.

1. I am teacher of teachers, I try to live up to the standard held by all good teachers.
2. As a teacher, I am a leader. Leadership is necessary. A leaderless society is anarchy and chaos. It is not morally reprehensible for me to set myself up as a leader or to accept with pride the leadership that has been entrusted to me.
3. My first responsibility is to the community which created the school I serve. I must carry out the wishes of this community.
4. My second responsibility is to the teachers with whom I serve. I am their leader. I must help them to stand on

their own feet. I am obliged to lead them. I am not an armchair referee or a special serviceman subject to call.

5. My basic procedure for leadership is persuasion rather than coercion.
6. I am an expert on supervision, not a boss. It is my competency that entitles me to leadership.
7. I recognize, however, that there are degrees of competency and, hence, a hierarchy of leadership. I resign my leadership whenever I meet persons more competent than I to lead. This includes citizens, parents, board of education members, superintendents, principals, teachers, and children.
8. I have faith in reason as a means of solving problems.
- 9.*
10. I believe in the infinite value of man. The fact that I am a supervisor does not mean I am a superior being. I am nothing more than specialist among specialists. My skill lies in teaching teachers. The teacher's skill lies in teaching children. Who can say one is more significant than the other?"²⁸

Other Means

In addition to the classroom visitation and meetings with individual teachers, there are several means which deserve attention here.

1. The Office Interview with teacher

This is another important approach to supervision to discuss individual problems. The supervisor of the secondary school of Jamia should use this kind of approach in order to have the opportunity to meet the teacher individually and encourage him with the hope

²⁸ Bartky, op. cit., pp. 55-56.

*Culture bound and not applicable to Pakistan.

of obtaining help.

There are two major techniques for conducting such an interview:

- (a) The directive technique.
- (b) The non-directive technique.

In the directive technique the supervisor assumes that he has the active co-operation of the teacher who has presented him with his problems and expects him to give ^{solutions}. The supervisor is co-worker and the teacher seeks help and advice from him. The following example will illustrate the supervisor's attitude and approach under the directive interview technique.

"Miss June Baker is a young teacher with a problem of classroom control. She has just arrived fresh from a teachers College She is willing and anxious to accept his (supervisor, principal) criticism and suggestions for improvement.

Principal -- "I called you in, June, because I am worried about the discipline of your class. It's been pretty noisy in your room lately."

Teacher -- "Yes?"

Principal -- "Have you been doing anything to remedy this condition?"

Teacher -- "Well, I've been pretty worried about the situation and have tried everything I know. Nothing seems to work."

Principal -- "Have you examined your routines? How do you collect and receive papers? Have you any system for doing these things?"

Teacher -- "Well, no! I tell the truth, I haven't."

Principal -- "Well, then, I suggest that you do the following Try that out and let me know what happens."²⁹

²⁹Ibid., p. 154.

The above approach is typical which should be employed by supervisors. There are many situations when the teacher should be told quite positively what he should do. Every one reaches a point where he needs to be given a direct answer. The clever supervisor discriminates between the situations.

In the non-directive technique the teacher himself finds the solution to his problem. Here the relationship with the teacher is different. The supervisor's presence facilitates the solution of the problem by the teacher^{himself}. Actually speaking the supervisor cannot isolate himself completely from the problem, for it is impossible not to exert some influence consciously or unconsciously. His interest and sympathy would encourage the teacher to expose all his feelings and confusions and would help him in defining his problems. Yet the essence of non-directive technique of interviews is that the supervisor should encourage the teacher to discover his own needs and solve his own problems.

Many supervisor - teacher interviews involve both the directive and non-directive approaches. Probably no one interview is ever completely free of one technique or the other. The supervisor chooses the approach best suited to the personality of the teacher and most appropriate to the purpose of the interview.³⁰

2. Casual Meetings

Casual meetings between teachers and supervisors, both in and

³⁰ Ibid., p. 157.

out of school, offer excellent opportunities for supervision. The supervisor must accept the fact that he is on the job at all times, for supervision takes place not only in the classroom but at social gatherings, at the lunch table and on the way to and from school. Every contact a supervisor makes with a teacher may motivate the latter to improve his teaching.

Work With Teacher Groups

Besides the individual problems there are problems in every school that are common to all and should be attended to by the supervisor. The group meetings are generally held in the Jamia Secondary School at the request of the head-master mostly to discuss administrative matters. It is suggested that more frequent meetings should be arranged in which the teachers may discuss co-operatively and collectively the ways and means for the improvement of instruction. This may include the study of such problems as curriculum revision, use of community resources in learning program, provision for retarded learners, adaptation of instruction to the needs of the mentally gifted children and the like.

This suggests that the faculty meeting need not be dry and dull routine that it has been. Instead of being devoted to the discussion of routine details (much of which can be accomplished through a bulletin board) it can cover matters vital to the staff. Certain important conditions should be kept in mind by the supervisor and the head-master of the school.

1. The problem should be important to the entire staff, and should be chosen by the teaching group including the head-master.
2. Meetings should not be less than one hour, and probably no longer than an hour and a half.
3. The frequency of such meetings should be decided by the staff of the school.
4. The meeting place should be as pleasant, comfortable and informal as possible.
5. Teachers should participate in the planning and organization of the meetings.

In-Service Training

Importance

The quality of education depends upon the quality of the teacher, and the quality of the teacher, in its turn, depends upon the quality of the human material that is attracted to the profession and the quality of the preparation received. In Pakistan the quality of those who are obliged to join the teaching profession is not very good, and the type of education received by those who do secure formal preparation is inadequate. This is bound to be so in a country that has achieved its independence after a foreign rule of over a century and has embarked upon an ambitious scheme of industrial development.

The teaching profession is one of those in which continuing

and all round training is required. Teachers have to keep themselves constantly abreast of the rapid changes that take place in society and also of developments in science and education and in teaching methods that call for frequent adjustment of the education system. The zeal for improving their qualifications should be fostered while teachers are undergoing training, to ensure that they keep this need constantly before them throughout their careers and take regular courses of in-service education.

Pre-service and in-service education, although separate stages, are both designed to make the teacher efficient in his work. The former provides the cultural background and technical qualifications needed to give prospective teachers confidence. The latter meets the need of both certificated and uncertificated teachers to keep their teaching principles and methods constantly up-to-date.

The secret of efficient teaching lies not merely in the mastery of teaching methods. Educational work means, first and foremost, helping pupils to develop and become well adjusted members of society. It means all round development of character, and not simply assimilation of knowledge. In-service training, both in theory and practice, should be an all-round process, comprising the cultivation of teacher's personality, the broadening of his cultural background, and the improvement of his professional techniques. Training courses must, therefore, include the teaching process, guidance of pupils, encouragement and improvement of the social environment. This means, in short, education both in and outside school. The teacher must

therefore have knowledge and must know how to impart it. He must also know his pupils and their social background and the aim of the teaching he provides. This is a great responsibility on the teacher and the teachers of the Jamia are expected to shoulder it because the institution was established as an experimental institution in Pakistan.

The Objectives of In-Service Education

The primary objective of any teacher preparing program should be to foster among the trainees a healthy and helpful attitude toward their work in general and toward children in particular. Principles and practices sought during training might remain uselessly buried in the realm of theoretical knowledge, unless the teacher who is to apply them in practical school situations has acquired the right kind of attitude. The modern concepts of education, learning and child psychology should be so given as to inculcate in the trainees a scientific and humane attitude toward their task of teaching children.

Learning is a continuous process -- it is, in a sense, a life long process. The teachers of the school should be made to realize, through an in-service program, that learning a few principles and techniques during the preparation period does not signify that the individual has learned all that he could or should or that the individual has reached the maximum possible level of efficiency. The concept of in-service teacher education is based on the idea

that professional efficiency and self-improvement is a gradual process which can be aided by the in-service program.

Suggestions for the Organization of In-Service Education

(a) The School

The agency that should play an active part in the in-service education of the secondary school of Jamia is the institution itself, with its head-master and supervisors. One of the ways in which the school can contribute to the in-service education of its teachers is by holding weekly or fortnightly staff meetings at which the teachers should be encouraged to bring special problems that they face in day to day teaching. The supervisor and the head-master of the school can contribute to the success of such meetings by bringing their expert knowledge and experience to it. If the discussions at such meetings are so conducted as to employ the modern concepts of education and up-to-date psychological findings for the understanding and explanation of the problems presented, they shall go a long way in realizing one of the main objectives of the in-service teacher education. For those who had some pre-service education such discussions will provide an opportunity of bringing their knowledge up-to-date and of applying the principles in the interpretation and solution of practical problems. For those who have had no pre-service education, such discussions will provide opportunities for gaining an insight into the modern concept and methodology of education.

The supervisor and the head-master concerned can also make use of the occasional short holidays in conducting discussions on the

fundamentals of educational theory and practice. They can also make use of their experience and training in conducting demonstration lessons for the benefit of the school teachers.

The supervisor, in co-operation with the head-masters under his jurisdiction, can also organize conferences and seminars in his area. The supervisors, teachers at the training institutes of the University Department of Education, can also be invited to read papers and initiate discussion at these conferences. The proceeding of these conferences, with the summaries of the papers read, if made available to all the schools in Karachi area, could be very effective in further stimulating the teachers and supervisors.

It is suggested that the school should invite various educationists, able teachers and head-masters to deliver lectures on the aims of education, the modern trends in education, and the psychological and philosophical foundations of education.

In order to secure the active participation of the teachers in the program outlined above it is necessary that such in-service education as is provided by the school be given due recognition by all concerned. It is suggested that, on recommendation of the supervisor, those teachers who have acquired a satisfactory degree of proficiency in educational theory and practice through the in-service program be accepted at the final examination for the Secondary teachers' certificate and, if successful, be accorded the diploma and the promotion consequent upon it. It is also suggested that the teachers who show an improvement as a result of the in-service training should be

given some recognition by increment in their salaries and other privileges.

In conclusion, in-service teacher education has come to be recognized as indispensable for the healthy growth of a progressive teaching profession. It is being recognized that if the teacher is to bring his techniques and practices in line with the latest trends in education he must continue his education throughout the period of his service, for "a teacher who does not grow tends to stagnate and become mechanical."³¹ "The rapidity with which educational reforms are taking place and the growing recognition that the school must be adapted to social progress have," in the words of Kandel, "directed attention to the fact that training of the teacher cannot be restricted to the years of preparation, but must be continued throughout his career."³²

Professional Library

If the school is to play such a prominent role in furthering the cause of in-service teacher education, it is necessary that it should have a library for teachers to keep themselves abreast of development in teaching, both in its general aspects and in their particular subject matter fields. One of the means which is most easily provided, and which forms an essential basis of all professional

³¹ I.L. Kandel, Comparative Education, New York, Houghton Mifflin Company, 1933, p. 526.

³² Ibid., p. 525.

growth, is the professional library.

This responsibility of organizing a professional library rests with both the head-master of the school and the supervisor. The head-master of the school concerned may allocate some funds to purchase books on teaching and the psychology of the child. The head-master must approach the problem of each teacher individually. It is here possible to suggest general methods in this regard:

1. When an item is to be added to the library, the head-master should read, noting the articles or chapters which would appeal to various members of the staff. This method ensures that the head-master or even the supervisor maintains to a fair degree his own professional readings.

2. Occasionally a strongly controversial article appears in some educational journal. If the article is circulated to all staff members, a teachers' meeting consisting of a panel discussion, a symposium, a debate, or an informal discussion will create interest.

3. When a supervisor or the head-master is conferring with a staff member, almost always some of his recent readings come to mind. A suggestion beginning, "I was reading one book the other day that I know will help," often will inspire the staff members to read the recommended reference.

4. The teachers should be requested to present reports in the weekly meetings of the staff about some educational books which they have recently read.

5. It is recommended that there should be display of certain

new books in the library so that the teachers may be aware of the presence of books according to their special field of interest.

Improvement of the Audio-Visual Program of the School

The audio-visual program is similar to many other aspects of the program of the school in that the attitude of the head-master will have a considerable influence upon its nature, extensiveness and success. Even though he may delegate much of his responsibility for a program to a co-ordinator or a committee, it is still necessary that he be well informed about the program, and about audio-visual methods and materials. Equally important, he should know what constitutes good instructional use of such materials, so that he may help his staff to make the most of the audio-visual resources at their disposal. Although films are very useful and indispensable, yet there is a wealth of audio-visual materials that the teacher can bring to the class and make the teaching effective like pictures, models, maps, globes, demonstrations, dramatization, posters, recordings, and the like.

For this reason it is obvious that a good program of audio-visual instruction is simply part of a good learning program. If this is true, then the best way to ensure effective use of audio-visual equipment is to include this aspect in in-service training.

Relation of the School to Community

Little functional relationship between the school and the

community it serves has existed. The school has been isolated from its community.

The divorce which has unfortunately occurred between the school and life emphasizes the fact that, unless right points of contact are established between the two, education would remain ineffective and artificial, incapable of being utilized as an instrument of social progress. There is no educationist of modern times who has realized this defect more vividly and done more to remedy it than Dr. John Dewey of America. He has stressed, in no uncertain terms, the need of referring all school learning and problems back to life, from which they originally emanate. Appraising the change that is working its way into the teaching of schools through the introduction of active 'occupation,' related to the social situations of adults life, he sums up thus:

To do this means to make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious. ³³

In recent years, however, a noticeable change has been taking place in the attitude of the educators toward the relationship between the school and the community served. Education is essentially a

³³ John Dewey, The School and Society, Chicago, The University of Chicago Press, 1911., p. 44.

social affair and the school is charged by society with the duty of training and bringing up the youth so that they may be able to participate effectively in the life of the group to which they belong.

This point of approach indicates the true conception of school work. We are far too apt to consider and decide educational problems from an exclusively individualistic point of view, neglecting the social relationships and learnings of education. We forget that education -- whether in schools or colleges -- is after all an isolated activity but related at all points to life and responsive to all the forces that play on it. The school is -- or rather should be -- 'an idealized epitome' of social life, reflecting within it the elements of all the worthful major activities that make up the work of society.³⁴

The school has to go further and interest itself actively in the welfare of the community. The teaching of various subjects should be in accordance with the life of the community, e.g. teaching of Physics and Chemistry being related to the problem of purifying municipal water. Members of the community, belonging to various walks of life, should be invited to give the benefit of their direct, first hand experiences to the school children. Actual use of school building should be made by the parents in the evening. It becomes their club and a centre for exchange of ideas where teachers and parents of the boys can meet and discuss in a friendly way the educational and social problems. The school becomes truly the centre of community life.

The evaluation of the relation of the school to the community.

³⁴ K.G. Saiyidain, Problems of Educational Reconstruction, Bombay, Asia Publishing House, 1950, p. 59.

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 the school the supervisor should evaluate the degree to which the school is successful in maintaining its relations to community and in serving the community.

An essential part of the teacher training is the study of the relationship between the school and the community it serves, for this relationship determines the extent to which the school influences the society. An isolated school is ineffectual; only by bringing its work into line with the vital needs of the community may any school be of value.

Qualifications of Supervisor

What has been said in this chapter brings out the importance of the supervisor's qualifications in connection with the supervision of the school. If supervision is "democratic," "scientific," and "creative," the supervisor should be democratic in his attitude, scientific in his judgment and creative in his thinking.

It is recommended that a person to be chosen as supervisor should possess high academic qualification (Master's degree), and professional training and he should have had teaching experience in schools for at least ten years.

It is also recommended that the supervisor should also be

drawn from:

- (i) Teachers of ten years' experience.
- (ii) Experienced Head-masters of High Schools.
- (iii) Qualified staff of training colleges.

Personality of the Supervisor

Certain necessary personal characteristics should be taken into consideration. A list of the desirable qualities may be enumerated as follows:

- 1. Kindness or Sympathy.
- 2. Enthusiasm and energy.
- 3. Co-operation.
- 4. Executive ability.
- 5. Professional knowledge.
- 6. Leadership.
- 7. Democratic philosophy.
- 8. Reliable judgment.

It would be pertinent here to give a summary of teachers' answers to question 23 in the questionnaire.

Out of thirteen teachers:

Four recommended that "for any improvement in the method of supervision of the school, the purpose should not be to find faults or to humiliate the teachers. Improvement can be made through co-operation and friendly suggestions.

Problems should be discussed individually after the class visit. A definite program should be formulated for supervisory activities."

Two recommended that "the inspector should pay his visits four to six times a year."

One recommended that "the supervisory staff should be of good qualifications and should be given training in democratic principles and practices of supervision."

One suggested that "there should be specialists for separate subjects."

Five did not suggest anything.

In conclusion, it may be stated that if the modern objectives of education are kept in mind, and if the modern concept of supervision and its principles are followed, improvement in the teaching-learning process is bound to occur. In view of the sincere efforts now made in the country for the general uplifting of its educational system, it is hoped that the Jamia Talim-e-Milli of Karachi will play an important role in the reconstruction of the educational system of the country and thus be able to achieve its objectives on which it was founded.

APPENDIX

QUESTIONNAIRE AND COVERING LETTER TO
THE TEACHERS OF THE SECONDARY SCHOOL OF JAMIA,
PAKISTAN

AMERICAN UNIVERSITY OF BEIRUT

Department of Education

August 7, 1959

Dear Fellow Teacher :

I am working for the M.A. degree in Education at the American University of Beirut. I am writing a thesis on "Improving Supervision in the Secondary School of Jamia, Karachi, Pakistan."

I send you herewith a questionnaire to be filled in by you. The information which you can furnish will be of great help to me in writing the thesis. I appreciate your co-operation. Please fill it in and return it as soon as possible to the Office of the Secretary of Jamia so that he may send me the complete set of questionnaires in one package.

Thanking you for your co-operation, I am

Yours sincerely

Anwar Khalil Khan

Anwar Khalil Khan
Post Box No: 608
American University of Beirut
BEIRUT, Lebanon.

QUESTIONNAIRE FOR TEACHERS OF JAMIA SECONDARY SCHOOL, KARACHI, PAKISTAN.

INSTRUCTIONS : Read the questions carefully and try to answer them all. Some of the questions may be answered by making a check-mark (✓) only. Under others you are requested to write a few words in the space provided.

1. What are the positions of the persons who may enter your classroom for purposes of inspection or supervision ?

Position of official	Approximate number of times per year you are visited by them.
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____
(d) _____	(d) _____

2. What feelings do you get when the visit of an inspector is announced ?

- _____ (a) A feeling of security.
- _____ (b) A feeling of restlessness and worry.
- _____ (c) No particular feeling at all.
- _____ (d) Some other feeling (please state). _____
- _____
- _____

3. Do you usually prepare a model lesson of some sort especially for the Inspectors' visit ?

Yes _____ No _____

Please give reasons for your answer. _____

4. Do you prepare the students before hand for the lesson you are going to teach for the inspection ?

Yes _____ No _____

Please give reasons for your answer. _____

5. Which of the following does the Inspector observe when he visits your class ?

- _____ (a) Lesson Plan.
 _____ (b) Motivation.
 _____ (c) The use of Audio-Visual aids.
 _____ (d) Memorization of facts from the text by students.
 _____ (e) Prescribed method of teaching.
 _____ (f) Others (Please specify) _____

6. Does he check to see that the teacher is following the syllabus ?

Yes _____ No _____

7. Does he comment on the suitability of the material for the age-level being taught ?

Yes _____ No _____

8. Does the Inspector give you suggestions concerning the development of attitudes and habits in connection with students ?

Yes _____ No _____

If yes, please give an example of the kind of suggestions he gives.

9. What kind of evidence does he appear to look for in judging the achievements of the students ? _____

10. The Inspector appears to believe that students should :

_____ (a) sit quietly, read, listen to the teacher and answer questions only.

_____ (b) engage far more actively in class than indicated in (a).

If your answer is (b), please give examples of the kind of class-activity the Inspector appears to believe in for students. _____

11. What does the Inspector do when he visits your class ?

(Please make ONE check-mark in the appropriate row of boxes for each statement below.)

	Always	Often	Sometimes	Never
(a) Takes a seat in the rear of the room and sits quietly.				
(b) Asks questions to test their knowledge.				
(c) Interrupts the teacher while teaching.				
(d) Takes over the class himself.				

(e) Other class-room activities of the Inspector (Please specify).

- 4 -

12. What is the attitude of the Inspector if he takes over the class ?

- _____ (a) To help the teacher.
 _____ (b) To humiliate the teacher.
 _____ (c) To show his superiority and authority.
 _____ (d) To suggest better methods to the teacher.
 _____ (e) Others (Please specify, _____)

13. What are the feelings of the students when the Inspector takes over the class ? _____

14. Does the Inspector check your :

- | | | |
|--|-----------|----------|
| (a) Registers | Yes _____ | No _____ |
| (b) Diary | Yes _____ | No _____ |
| (c) Exercise books | Yes _____ | No _____ |
| (d) Fee accounts | Yes _____ | No _____ |
| (e) other materials (please specify) _____ | | |

15. With what intentions does he check any of the above ?

-: 5 :-

16. Does the Inspector discuss your problems with you privately after visiting your class ?

Yes _____ No _____

If yes, what problems have been discussed with you ?

- _____ (a) Methods of teaching.
 _____ (b) Problems of discipline.
 _____ (c) Curriculum.
 _____ (d) Training of teachers.
 _____ (e) School management.
 _____ (f) Aims of education.
 _____ (g) Others (Please specify) _____

17. What is your attitude toward the Inspector ? Do you feel that he is primarily :

- _____ (a) a friend and guide.
 _____ (b) a spy.
 _____ (c) a democrat
 _____ (d) a helper.
 _____ (e) an autocrat.
 _____ (f) a fault finder.
 _____ (g) others (please specify) _____

18. Do you personally receive the report of inspection ?

Yes _____ No _____

- : 6 :-

19. Are you interested to know the report of inspection ?

Yes _____ No _____

Please give a reason for your answer. _____

20. How often during the year do you invite the Headmaster to visit your class ?

_____ times per year.

21. What do you feel when a surprise visit is paid by the President of the institution ?

22. In what ways have supervisory visits been helpful to you ?

23. Can you suggest some ways to improve supervisory activities in your school, so that teaching and learning are benefited to a greater extent than at present ? (Use the other side of this sheet if necessary) _____

B I B L I O G R A P H Y

- Ayer, Fred C. Fundamentals of Instructional Supervision. New York: Harper and Brothers, 1954.
- Barr, A.S., Burton, William H. and Brueckner, Leo J. Supervision. New York: Appleton-Century-Croft, 1947.
- Bartky, John A. Supervision as Human Relations. Boston: D.C. Heath and Company 1953.
- Brubacher, John S. Eclectic Philosophy of Education. New York: Prentice-Hall, 1951.
- Burton, William H. Supervision and the Improvement of Teaching. New York: D. Appleton and Company, 1924.
- Burton, William H., Brueckner, Leo J. Supervision & Social Process. New York: Appleton-Century-Croft, 1955.
- Dale, Edgar. Audio-Visual Methods in Teaching. New York: The Dryden Press, 1956.
- Dewey, John. The School and Society. Chicago: The University of Chicago Press, 1911.
- Elsbree, Willard Slingerland, Elementary School Administration and Supervision. New York: American Book Company, 1951.
- Government of Pakistan. Five Years Plan (1955-60), Karachi: 1956.
- Hammock, Robert C., Owings, Ralph S. Supervising Instruction in Secondary Schools. New York: McGraw Hill Book Company, 1955.
- Jacobson, Paul B., Reavis, William C. and Logsdon, James D. The Effective School Principal. New York: Prentice-Hall, 1954.
- Kandel, I.L. Comparative Education. Boston: Houghton Mifflin Company, 1933.
- Melchior, William T. Instructional Supervision. Boston: D.C. Heath and Company, 1950.
- Saiyidin, K.G. Problems of Educational Reconstruction. Bombay: Asia Publishing House, 1950.

Spears, Harold. The Emerging High School Curriculum. New York: American Book Company, 1948.

_____. The Supervision of Instruction. New York: Prentice-Hall, 1953.

Stratemeyer, Florence B. et al. Developing A Curriculum for Modern Living. New York: Bureau of Publication, Teachers College, Columbia University, 1957.

Wiles, Kimball. Supervision for Better Schools. New York: Prentice-Hall, 1950.