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SCHOOL INSPECTION
IN
WEST PAKISTAN

BY
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SCHOOL INSPECTION: WEST PAKISTAN

HASHMI

P R E F A C E

The present study was inspired by the course in Comparative Education which the writer happened to take with Dr. Habib A. Kurani. The writer was of the opinion that the system of inspection throughout West Pakistan was characterized by many weaknesses. The hypothesis came true through the responses which the respondents from every region of West Pakistan gave to the questionnaires sent to them.

Suggestions for the improvement of the present system of inspection have been made in the light of the studies from Comparative Education and Educational Administration and Supervision.

I am extremely grateful to Dr. Habib A. Kurani, the Chairman of my thesis committee, who gave me immense help in writing the thesis. Whatever I have accomplished is due to his untiring patience in reading the manuscript again and again and clarifying my ideas. I cannot possibly express in words what I owe to him.

I also acknowledge my appreciation of the members of my thesis committee, Mrs. F. Antippa and Prof. J. Katul for their help and guidance. Prof. Katul was very kind in generously giving his time and offering valuable suggestions whenever I went to him. I am also indebted to Dr. L. P. Cajoleas on whose ideas I have liberally drawn.

I express my gratitude to Prof. F.M. Khan of Education Extension Center, Lahore, who supplied me with all the information I needed and sent follow-up letters to the teachers, headmasters and inspectors to whom the questionnaires had been sent.

I acknowledge my thanks to all the respondents who have taken a keen interest in the study.

Mahboob Shah Hashmi

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A B S T R A C T

In this thesis, an attempt has been made to study the system of school inspection in West Pakistan with a view to discovering some of the problems involved and making recommendations for the improvement of the system.

The first chapter states the problem. It explains the importance of the role of the inspector as a professional leader in view of the large number of untrained and ill-qualified teachers at all levels with consequent adverse effects on the classroom practices.

The second chapter locates the position of the inspector in the hierarchy of administration and shows that he is the keyman in the organization in view of the fact that he maintains a liaison between the schools at work and the Directorate of Education.

The third chapter studies how the inspectors work and infers from the current practices that their main job is fault-finding. It also makes an appraisal of the role of the headmaster as a supervisor.

The fourth chapter is an analysis of the shortcomings of the present system of inspection. It has been based on the views expressed by teachers, headmasters and

inspectors in response to the questionnaires sent to them by the writer. Publications of Government of Pakistan have also been utilized in bringing out the weaknesses.

The writer has come to the conclusion that the present system of inspection leaves much to be desired. It is more administrative than educational. The inspector is still "a combination of a clerk and a policeman". As such, he is of little professional assistance to the teachers.

The existing methods of the appointment of inspectors are defective. The facilities for their training are inadequate. Moreover, the conditions under which they work militate against their being more useful than they presently are. The difficulties expressed by the inspectors were too numerous to be mentioned in the thesis. The writer has dealt with only a few of them with the hope that the present study will be supplemented by another.

The fifth chapter is a description of the modern principles and practices of supervision in advanced countries of the world. The implications of the principles for the improvement of inspection in Pakistan have also been discussed. It has been pointed out that the inspector should extend positive supervision instead of negative inspection. He should emulate the efforts of the inspectors in other countries in improving the teaching-learning process.

It has been stated that the Department of Education should take the role of the inspector more seriously in the capacity of an educationist engaged in the improvement of learning rather than an administrator engrossed in the minutiae of administrative routine.

An experimental scheme, similar to the Team Approach in Supervision, in Long Island, Valley Stream, New York, has been proposed for Pakistan. The scheme proposes to make use of a supervisory panel consisting of the inspector and a few eminent headmasters for indentifying the day-to-day problems of the teachers and offering them help and guidance.

The sixth chapter makes suggestions for the improvement of the present system of inspection. It contains suggestions for the improvement of the methods of appointment and facilities for the training of inspectors. Recommendations have also been made for meeting the difficulties of inspectors, increasing the efficiency of headmasters and improving the teaching-learning process by providing for the professional growth of teachers.

Appendices contain a few extracts from the views expressed by respondents regarding the existing system of school inspection. Forms of the Confidential Report and the Log-Book have also been given in the appendices.

TABLE OF CONTENTS

	Page
PREFACE	iv
ABSTRACT	vi

Chapter

I.	INTRODUCTION	1
	A. Statement of the Problem	1
	B. Importance of the Problem	1
	C. Methods of Study	8
	D. Delimitations	9
II.	EDUCATIONAL ADMINISTRATION IN PAKISTAN	10
	A. Administration at Different Levels	11
	1. Central Administration	11
	2. Educational Administration in West Pakistan	13
	B. Methods of Appointment of Inspectors	17
	1. Qualifications of Inspectors	17
	2. Status of Various Grades of Inspectors and their Selection	17
	a. Assistant District Inspector of Schools	17
	b. Assistant Inspector of Schools	18
	c. District Inspector of Schools and Deputy Inspector of Schools	18
	d. Divisional Inspector of Schools	19

	Page
C. Pre-service and In-service Training	
Facilities for the Inspectors	19
1. College of Evaluators	19
2. In-service Programs for Inspectors	20
D. Types of Schools Inspected by Different	
Grades of Inspectors	21
1. Secondary Schools	21
2. Middle Schools	21
3. Primary Schools	22
a. Government Schools	22
b. Local Bodies Schools	22
c. Private Schools	22
E. Recognition of Schools	23
F. The Inspector is the Keyman in the	
Organization	24
III. HOW DO INSPECTORS WORK	26
A. Duties of Different Grades of Inspectors.	26
1. Duties of the Divisional Inspector	
of Schools	26
2. Duties of the Deputy Inspector	
of Schools	30
3. Duties of the District Inspector	
of Schools	32
4. Duties of the Assistant District	
Inspector of Schools	35
B. Inspector's Visit to a School	38

	Page
C. Philosophy of the School Inspector	42
D. Role of the Headmaster as a Supervisor	44
IV. WEAKNESSES OF THE PRESENT SYSTEM OF INSPECTION	48
A. Procedural Weaknesses	48
1. Weaknesses of the Methods of Inspection	48
2. Shortcomings of the In-service Programs for Teachers	49
3. Weaknesses of the Methods of Appointment of Inspectors	50
B. Difficulties of the Inspectors	53
V. MODERN CONCEPTS OF SUPERVISION	58
A. Modern Concepts of Supervision	58
1 - 2 - 3. Leadership, Cooperation and Tact	61
4. Objectivity	63
5. Creativity	63
6. Integration	64
7. Planning	65
8. Flexibility	66
9. Evaluation	66
B. Practices of Supervision in France, England and the United States	68
1. France	68
2. England	71
3. United States	72

	Page
C. The Proposed Experimental Scheme of Supervision for Pakistan	77
D. Implications of the Modern Principles and Practices for the Improvement of Inspection in Pakistan	83
VI. SUGGESTIONS FOR THE IMPROVEMENT OF THE PRESENT SYSTEM OF INSPECTION	87
A. Suggestions for the Appointment and Training of Inspectors	87
B. Suggestions for Meeting the Difficulties of Inspectors	95
C. Suggestions for the Improvement of Procedure and Methods of Inspection.	101
D. Suggestions for the Improvement of In-service Programs for Teachers	107
E. Suggestions for Improving the Efficiency of Headmasters	110
F. How Should the Headmasters Work for the Improvement of Learning.	111
G. Evaluation of Teachers	113
APPENDICES	115
BIBLIOGRAPHY	137

C H A P T E R I

INTRODUCTION

A. Statement of the Problem

The problem is to suggest measures for the improvement of the present system of school inspection as means for the improvement of the quality of education. The present contributions of the inspectors are inadequate due to faulty procedure of their selection, inadequate facilities for their training, defective organization and autocratic philosophy of their work. The shortcomings of the present system have been pointed out in various publications of Government of Pakistan. Teachers, headmasters and even the inspectors themselves have expressed great dissatisfaction with the present system in their responses to the questionnaires sent to them by the writer. The weaknesses of the present system are too numerous to be mentioned here and would be discussed in detail in Chapter IV. It would suffice at this stage to state that the present system is highly defective and needs a thorough re-orientation.

B. Importance of the Problem

The problem of the improvement of the existing system of inspection is vital to the improvement of learning in

such a developing country as ours. Since the problem and its importance can be understood only in the light of the educational needs of the country, a brief description of some of the pressing problems facing education in Pakistan will not be out of place here.

The problems will be discussed under the following headings

1. Rising Enrolment of Pupils.
2. Shortage of Qualified Teachers.
3. Curriculum Made by Committees of Experts.
4. Lack of Competent Leadership.

1. Rising Enrolment of Pupils

With rapid increase in population and growing consciousness of the people for the basic need of education, the enrolment in schools has far outstripped the accommodation and equipment available. The number of children attending primary schools rose from 4,469,568 in 1958-59 to 4,605,732 in 1959-60, an increase of 136,164 just in one year.¹ According to a report of the Ministry of Reconstruction and Information:

In the next ten years, primary education will be made compulsory for children between the ages of five and eleven ... West Pakistan Government would spend rupees 64 million for 15,000 new schools for 1,200,000 children during the second plan period.

¹Adapted from Report on Educational Progress, 1960-1961, presented at the 24th International Conference on Public Education, Geneva (Karachi: Government of Pakistan, Ministry of Education and Scientific Research, 1960), p. 4.

This would help raise the present percentage of school attending children from 36 to 57.²

The number of school attending children is swelling every year without a commensurate increase in the number of teachers.

2. Shortage of Qualified Teachers

The country is faced with the problem of the shortage of qualified teachers. A cursory glance at the following table will give the reader an estimate of the existing number of untrained teachers working in Primary and Secondary Schools.

TABLE 1

Teachers in Primary and Secondary Schools

Type of School	Number by Sex	1958 - 59			1959 - 60		
		Trained	Untrained	Total	Trained	Untrained	Total
Primary Schools	Total	86565	34864	121429	88551	35064	123615
	Male	80147	32147	112294	81273	32365	113638
	Female	6418	2717	9135	7278	2699	9977
Secondary Schools	Total	28960	25058	54018	29376	22958	52334
	Male	23970	23556	47526	24356	21546	45902
	Female	4990	1502	6492	5020	1412	6432

Adapted from Report on Educational Progress, 1960 - 1961, Table III, p. 5.

²Government of Pakistan, Ministry of Reconstruction and Information, Progress of the Month of April, 1961 (Karachi: Saifee Printers, 1961), pp. 36 - 37.

It is obvious that with so great a number of untrained teachers, the quality of education cannot improve appreciably because they are neither conversant with the modern techniques of teaching nor familiar with the modern concepts of education. Since the basic qualification for becoming a primary school teacher was "Middle Pass" before 1960, the existing trained teachers in the primary schools are underqualified. "It is universally recognized that a middle pass does not possess the requisite knowledge to become an efficient teacher."³

The problem of untrained and ill-qualified teachers is not without ramifications. Stagnation and wastage remain a problem for the country. Out of the pupils enrolled in class I, hardly 30 percent reach class IV. One of the causes for truancy, stagnation and wastage is the dull and monotonous atmosphere of the class room. According to Shamsul Haq:

A happy and pleasant school environment and adaptation of the school programme to the needs and interests of the children is perhaps the most powerful inducement to children to go to school and attend regularly. But this is hardly appreciated by teachers many of whom are untrained. Even among those who are trained, few have acquired the insight and technique to be able to offer an inducement to children.⁴

³Government of Pakistan, Advisory Board of Education, Proceedings of the Sixth meeting held at Peshawar, 1954 (Karachi: Manager of Publications, 1958), p. 43.

⁴Mohammad Shamsul Haq, Compulsory Education in Pakistan (Paris: Unesco, 1954), p. 43.

According to another Pakistani educationist:

... The practices prevalent in our schools give rise to anything but joyous enthusiasm, either on the part of the teacher or the taught. Regimentation, repression and suppression are the order of the day, regardless of their effects on the physical, mental and emotional growth of those subjected to them. Few schools do without corporal punishment. It is tacitly believed that the fear of punishment promotes learning ...⁵

It is not only the class-room practices that are defective, the existing system of making the curriculum also leaves something to be desired.

3. Curriculum Made by Committees of Experts

The curriculum is made by committees of experts. "These experts, no matter how profound is their knowledge of subject-matter, are nevertheless at a considerable disadvantage. Many of them do not have the necessary teaching experience to gauge the practicability of their programs."⁶ Moreover, the same curriculum cannot serve the divergent needs of different regions. According to Harold Spears:

The school provides a learning situation for the child. In the situation are the child, the teacher, the local or community setting, and the social culture. Out of the unique interaction of these four comes the curriculum; or it might be said that the curriculum reflects the interplay of these four.⁷

⁵Pirzada M.A. Makhdoomi, "Inaugural Address," in Proceedings of the Workshop, Abbotabad, July 19 to 31, 1959 (Lahore: Central Training College, 1960), p. 16.

⁶Dr. Habib A. Kurani, "Issues in Secondary Education", American University of Beirut, 1960.

⁷Harold Spears, The Teacher and Curriculum Planning (New York: Prentice-Hall, Inc., 1951), p. 14.

This is the type of curriculum that is desired. This necessitates greater participation of teachers in planning the programs. The problem facing education in Pakistan is, therefore, two-fold. Viz., to improve what is taught on the one hand and to improve how it is taught on the other. This requires competent leadership.

As it will be seen in Chapter II, the school inspector holds a key position in our educational system. He is the one who maintains a liaison between the Directorate of Education and the schools at work. By virtue of his position, he can render a great service to the cause of education by providing for the professional growth of existing teachers as well as new entrants to the profession. He can provide them inspiration, stimulation and guidance in introducing innovations in their daily programs.

The present system of school inspection, however, fails to achieve the objective of the improvement of the teacher who will be the chief architect in the reconstruction of education in Pakistan.

4. Lack of Competent Leadership

The present system of inspection is characterized by a dearth of dynamic and enlightened leadership in keeping the schools abreast with the changing and increasingly complex needs of society.

As the National Planning Board, Government of Pakistan, observes, the present system of inspection

... does not contain the elements necessary to ensure evolution and progress in educational thought and practice. The situation has worsened with the rapid increase in the number of schools, without a commensurate increase in the number and quality of inspectional staff or a change in their educational outlook.⁸

The present system of inspection leaves much to be desired. The duties of the inspector are more administrative than educational. There are no adequate arrangements for the training of inspectional staff with the result that "they learn their work through the process of trial and error while discharging their duties as inspectors."⁹

The attitude of the inspector is also problematic. He still remains "a combination of a clerk and a policeman."¹⁰

To point out the defects of the inspector would be only to paint one side of the picture. The inspector faces quite a number of difficulties which militate against his being more useful than he presently is. The difficulties of the inspector and the weaknesses of the present system of inspection need to be explored in detail.

⁸Government of Pakistan, National Planning Board, The First Five Year Plan, 1955 - 60 (Karachi: Manager of Publications, 1957), p. 552.

⁹"Pakistan" in World Survey of Education (Paris: Unesco, 1958), p. 814.

¹⁰Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), pp. 315 - 316.

The present study has been undertaken to study the problem of the improvement of school inspection in detail and to suggest suitable measures for its improvement in the light of Comparative Education and principles of Educational Administration.

C. Methods of Study

1. The writer has drawn material from books on Comparative Education and Educational Administration.

2. Information regarding the systems of inspection in the United States, England and France was also obtained by means of interviews. Professors Nystrom, Martin and Cajoleas were interviewed for information about the system of supervision in the United States, Miss Van Bessen of the French Documentation Centre in Beirut, for ^{the} system of inspection in France and Mr. O.D. Elliott of the British Consul for information about England.

3. Open - ended questionnaires were, on a random sampling basis, sent to teachers, headmasters and inspectors throughout West Pakistan. Fifty six percent of the teachers, 50 percent of the headmasters and 52 percent of the inspectors have responded to the questionnaires. Although the questionnaires were anonymous, some of the respondents, especially the inspectors, have signed their names. On the basis of this, it can be safely said that they are representative of all the four regions of West Pakistan.

The covering letter, the questionnaires and a few extracts from the responses have been given in the appendices. Short quotations have also been given in the relevant sections of the text.

D. Delimitations

1. Area of Karachi has been **excluded** from the study. European schools in West Pakistan have also been excluded.
2. Questionnaires for teachers were only sent to secondary school teachers.
3. The duties of the inspectors and rules of recognition of schools quoted in the study are specifically confined to the former Punjab area (mainly the present Lahore Region and a part of Peshawar Region).

C H A P T E R I I

EDUCATIONAL ADMINISTRATION IN PAKISTAN

Since the purpose of this study is to suggest measures for the improvement of the present system of inspection, it would be relevant to locate the position of the inspector in the administrative set-up. It would also be pertinent to give an account of the methods of selection, facilities for training and the status of inspectors. A brief description of the schools drawing grant-in-aid from Government will also be helpful in appreciating the role of the inspector in connection with their recognition.

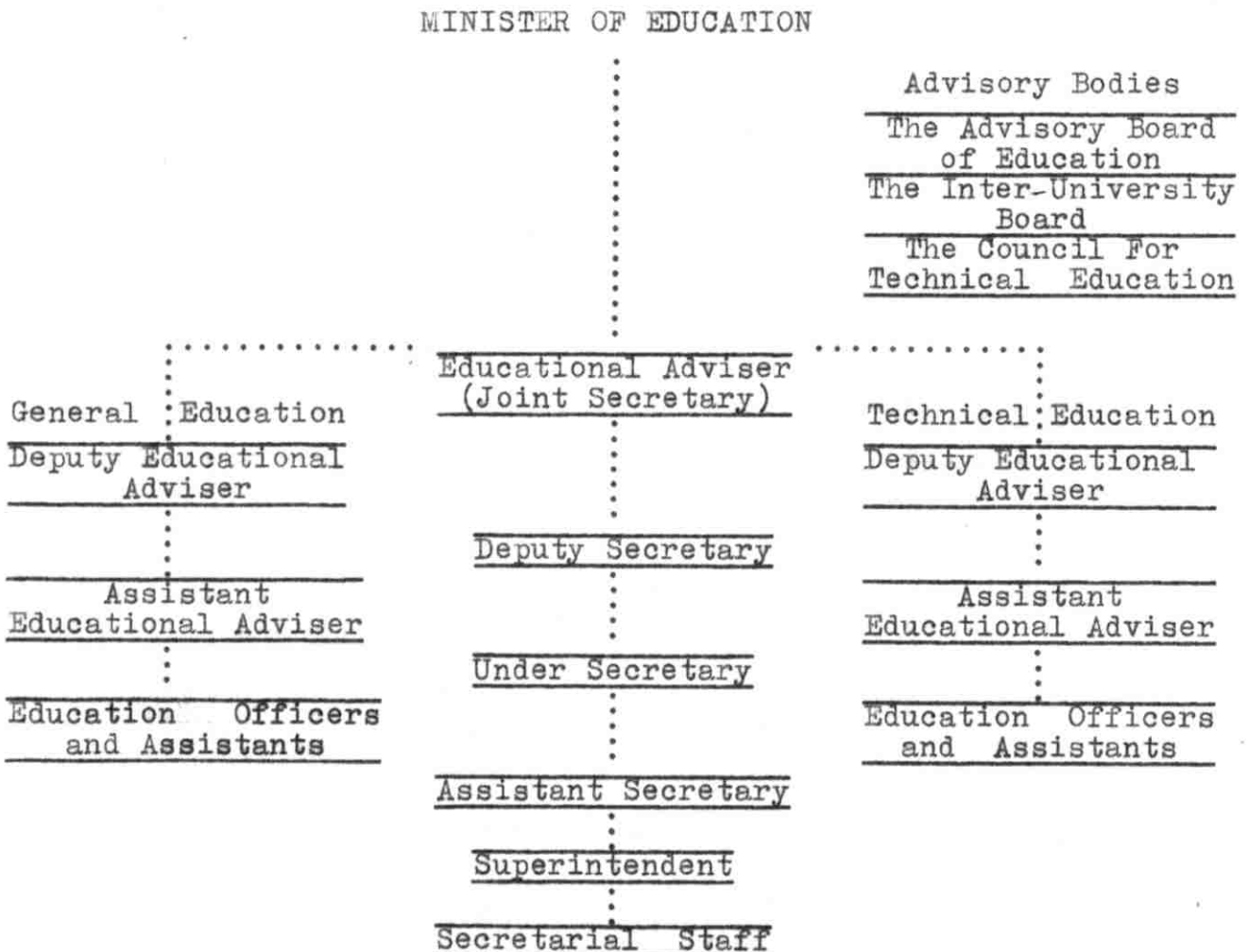
These topics will be discussed under the following main headings:

- A. Educational Administration at Different Levels.
- B. Methods of Appointment of Inspectors.
- C. Pre - service and In - service Training Facilities for Inspectors.
- D. Types of Schools Inspected by Different Grades of Inspectors.
- E. Recognition of Schools.
- F. The Inspector is the Keyman in the Organization.

A. Administration at Different Levels

1. Central Administration

Pakistan has a centralized system of education. A minister, who is a member of the presidential cabinet, is the incharge of the portfolio of education. He is assisted by the Educational Adviser to Government of Pakistan, the Advisory Board of Education, the Inter - University Board and the Council for Technical Education. The following diagram illustrates the structure of the Ministry of Education.



The advisory bodies mentioned in the diagram consist of representatives from both wings of the country with the Educational Adviser as their Chairman.

The Advisory Board of Education advises the Government in planning educational policies.

The Inter - University Board makes a survey of the needs of different universities and recommends grants in the light of their requirements. It also coordinates the educational programs between the universities.

The Central Government gives grant-in-aid only to universities. The financial responsibilities for other types of education lie with the provinces.

The Council For Technical Education advises the Ministry on matters concerning technical education. The authority for the approval of all the plans and policies lies with the Minister of Education.

The main function of the Ministry of Education is the coordination of policies in both wings of the country. Educational programs and curricula are made on a national basis to foster a sense of unity and nationhood among the pupils of both wings of the country which are geographically separated by 1000 miles of Indian Territory.

The Ministry of Education supervises the implementation of educational policies in both East and West Pakistan. A Director of Public Instruction in each of the two provinces is responsible to the Ministry for the efficient administra-

tion of education in his province.

2. Educational Administration in West Pakistan¹

West Pakistan is divided into four regions for the purpose of educational administration viz Lahore, Hyderabad, Quetta - Kalat and Peshawar. The Director of Public Instruction is the chief education officer for the province. He is assisted by seven Assistant Directors of Public Instruction, one for each of the following functions

1. Administration.
2. Planning and Development.
3. Primary Education.
4. Secondary Education.
5. College Education.
6. Colleges (General)
7. Education of Women.

The Director of Public Instruction directs the administration in all the regions with the help of his assistants. A Regional Director of Education for each of the four regions is responsible to the Director of Public Instruction for administration and execution of the policies of the Government in his region. He is assisted by a team of the following officers.

1. Officer Incharge of Primary and Secondary Teacher Training Institutions.

¹For a study of Regions, Divisions and Districts in West Pakistan, please see appendix A.

2. Planning Officer.
3. Equipment Officer.
4. Establishment Officer.
5. Registrar Departmental Examinations.
6. Deputy Director.
7. Deputy Directress.
8. Statistical Officer.
9. Officer Incharge Collegiate Education.
10. Accounts Officer.

Each region is sub-divided into divisions. The Divisional Inspector of Schools is the administrative head of each division. He is responsible to the Regional Director for proper administration of education in the division. All divisions in West Pakistan have Divisional Inspectors except Kalat, which has a Deputy Inspector due to the small number of schools in that division.

The Divisional Inspector has Deputy and Assistant Inspectors to help him in planning his duties in areas where the number of schools warrants such appointments.

Since the inspectors cannot visit the schools for girls, inspectresses have been appointed for this purpose. The Divisional Inspectress is responsible for administration to the Regional Director through the Deputy Directress of Education.

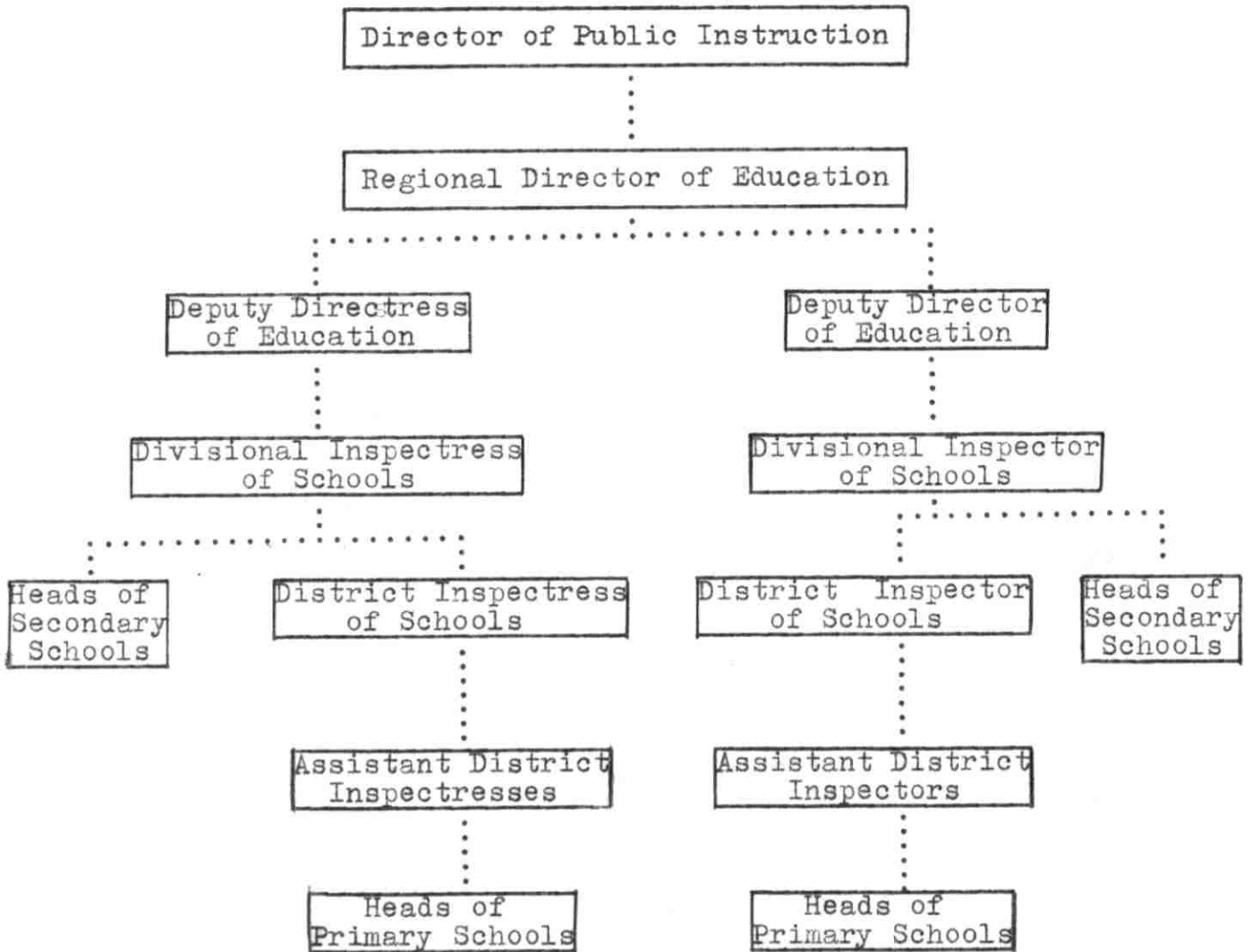
The appointment of a Divisional or a Deputy Inspectress depends on the state and extent of women's education .

in an area. The Divisional Inspectresses have been provided for areas in which the number of girls' schools is sufficient to justify their appointment. Lower grade inspectresses have been provided for divisions in which there is sparsity of schools. A Deputy Inspectress is the incharge of education in Bahawalpur Division while Quetta and Kalat are both administered by a single Divisional Inspectress.

Each division in a region comprises several districts. The District Inspector of Schools is the chief education officer in regard to Primary and Middle Schools in the District. He is assisted in his work by Assistant District Inspectors who supervise schools in different sub-divisions of the district.

There are District Inspectresses for girls' schools. Hyderabad, Khairpur, Quetta and Kalat are notable exceptions for not having a District Inspectress. Just as the District Inspector reports his work to the Divisional Inspector, the District Inspectress reports her work to the Divisional Inspectress. Her subordinate staff and the administrative duties are the same as that of the District Inspector.

The following simplified diagram would make the position of the inspector clear in the hierarchy of administration.



Having located the position of the inspector in the hierarchy of educational administration, we are in a position to discuss the procedures of appointment for different grades of inspectors, and the pre-service and in-service facilities for their training.

B. Methods of Appointment of Inspectors

1. Qualifications of Inspectors

The minimum qualification for the post of inspector in the higher categories is a university degree. Preference is given to those who, in addition, have received training in education for at least one academic year. The minimum qualification for other inspectors is adequate academic and professional qualification, according to level of the post, but in no case lower than Matriculation.²

In practice, however, the minimum qualification for the post of an inspector is a university degree. Matriculates (who have had secondary education) are temporarily appointed only to the position of Assistant District Inspectors for physical education in case trained graduates are not available.

2. Status of Various Grades of Inspectors and their Selection

a. Assistant District Inspector of Schools

The Regional Director of Education appoints Assistant District Inspectors from amongst the trained teachers working in Government Secondary Schools. In terms of pay

²"Pakistan" in World Survey of Education (Paris: Unesco, 1958), p. 816.

and conditions of service, the Assistant District Inspector is equivalent to a trained graduate (B.A., B.Ed or M.A., B.Ed). In case he is B.A. B.Ed, he starts with an initial salary of rupees 130 per month. The annual increment is rupees 10. In case, he is an M.A. B.Ed, he starts with an initial pay of rupees 170. Having reached a pay of rupees 200, the official has to cross what is called the "Efficiency Bar". In case his work has been satisfactory, his increment beyond the pay of rupees 200 is continued, otherwise it is withheld. He can reach a maximum pay of rupees 250 per month in the capacity of a teacher or Assistant District Inspector. His scale of pay can be briefly represented as 130-10-200 - E.B.-10-250.¹

b. Assistant Inspector of Schools

The Assistant Inspectors of Schools are also appointed by the Regional Director from amongst the headmasters of Government Secondary Schools. In terms of pay and conditions of service, the Assistant Inspector is equivalent to a headmaster. He is in the pay scale of 250-15-355.

c. District Inspector of Schools and Deputy Inspector of Schools

The District Inspector of Schools and the Deputy Inspector of Schools both belong to West Pakistan Education Service class II with a pay scale of 250-20-450-E.B-25-750.

¹E.B. stands for Efficiency Bar.

They are selected by the Regional Director on the basis of their seniority and efficiency in class II.

d. Divisional Inspector of School

The Divisional Inspector of Schools is in West Pakistan Education Service Class I in the pay scale of 600-50-950 E.B-50-1150. He is appointed by the Director of Public Instruction, West Pakistan, from amongst class I officers. Seniority as well as the efficiency of the officer is taken into consideration while making his appointment to the post of the Divisional Inspector.

While the posts of Assistant District Inspectors and Assistant Inspector are non-gazetted and are always filled by the Regional Director, the posts of District, Deputy and Divisional Inspectors are sometimes filled through Public Service Commission. The candidates who meet the criteria for eligibility apply for the posts in response to advertisements in the newspapers. The Commission interviews them and makes the final selection.

C. Pre-Service and In-Service Training Facilities For Inspectors

1. College of Evaluators

There are no pre-service training facilities for the inspectors of Secondary Schools. A College for Primary Education Evaluators and Normal School Instructors has recently been set-up and has started functioning at Lyallpur, West Pakistan, from September, 1961. Only forty students

have been admitted from all the four regions of West Pakistan. The students will be taught the following subjects:

1. General Methods of Teaching.
2. Methods of Teaching different subjects.
3. History of Education in the Indo-Pak Sub-Continent
4. Educational Psychology.
5. Philosophy of Education.
6. Curriculum Planning.

The course will last for one year leading to the degree of B.Ed.

2. In-Service Programs For Inspectors

Education Extension Center, Lahore, is the only institution responsible for conducting in-service programs for Secondary School Teachers, Headmasters and Inspectors throughout West Pakistan. The staff of the Center are a team of conscientious, hardworking and experienced educationists. The demands on the Center are very heavy. It is required to offer, at least, one course every year in each of the four regions.

The Regional Director or the Divisional Inspector requires a few inspectors to attend a course. Convenience of the official is kept in view at the time of his selection for attending one of these courses. The inspectors participating in the course, although a negligibly small fraction of the total population, represent a good sample from

different divisions, districts and sub-divisions, according to the nature of the course.

The usual duration of a course is a fortnight. The participants are given talks on matters concerning educational theory and practice.

The facilities of providing professional literature to inspectors are non-existent.

The discussion of the position of the inspector in the structural organization of administration and the facilities for his training brings us to the study of schools that fall under the jurisdiction of various grades of inspectors.

D. Types of Schools Inspected by Different Grades of Inspectors

1. Secondary Schools

The Divisional Inspector of Schools inspects all the secondary schools in his division with the assistance of Assistant and Deputy Inspectors of Schools. He is, however, empowered to visit all types of schools in the division.

2. Middle Schools

The District Inspector of Schools inspects all the Middle Schools in the district. He is also expected to visit a number of Primary Schools in each sub-division of the district to keep himself aware of the quality of work

being done.

3. Primary Schools

All the Primary Schools in a sub-division are inspected by the Assistant District Inspector of Schools.

All the schools mentioned above fall into the following categories:

- a. Government Schools.
- b. Local Bodies Schools.¹
- c. Private Schools.

a. Government Schools

Government Schools are managed and financed by the Provincial Government.

b. Local Bodies Schools

Schools maintained by District Councils and Town Committees are called Local Bodies Schools. The Provincial Government shares about three quarters of the recurring expenditure of these schools with the Local Bodies. Substantial grants are also given for capital expenditure.

c. Private Schools

In addition to Government and Local Bodies Schools, there are private schools throughout the country. They are financed from funds raised by their managing committees

¹All Middle and Primary Schools in the former Punjab area are maintained by Local Bodies and private organizations. They also maintain some Secondary Schools in addition to these schools.

from individuals, organizations and trusts. The funds are supplemented by Government Grants.

E. Recognition of Schools

Every school is required to secure the recognition of the Department of Education in order to be eligible for grant-in-aid.

The following are the conditions for recognition on the basis of which the Government makes grant-in-aid to schools:-

- (1) That there is a managing committee approved by the Department. Any change in the personnel of the committee shall be notified to the Department through the Inspector within one month of the suggested change;
- (2) That there is an average attendance of not less than 20, or, in the case of girls, 15 pupils in the school;
- (3) That the school premises are sufficiently commodious to provide at least nine square feet of floor space for each pupil in the primary classes and twelve square feet for each pupil in other classes; are healthy, well lighted, ventilated and drained, and are supplied with suitable offices;
- (4) That the school is supplied with sufficient and suitable furniture and equipment;
- (5) That the staff is of good character and capable in point of number and attainments of conducting the work of the school efficiently;
- (6) That the organization, discipline and tone are satisfactory;
- (7) That instruction is given in accordance with approved time-tables, and that the text books used are authorised by the Department;

(8) That the fees levied and concessions allowed are in accordance with the rules laid down by the Department;

(9) That admission and attendance registers, a log-book and accounts of income from all sources including subscriptions, endowments, fees, grants, etc., and of expenditure are maintained in forms approved by the Department; that the accounts are submitted annually to the Department, and

(10) That these registers and the acquittance rolls of the staff and of scholarship-holders, and the file of vouchers for all contingent expenditure are made available to the inspecting office when called for;

(11) For the purpose of awarding grant, a school shall be classified as either (a) excellent or (b) satisfactory or (c) fairly satisfactory, and in classifying a school, the inspector shall take into consideration the discipline and tone as well as the instructional state and general efficiency;

(12) The continuance, enhancement, reduction, suspension or withdrawal of grants once awarded, depends generally on the condition of the school as ascertained at the annual inspection.³

F. The Inspector is the Keyman in the Organization

From the description of the administrative set-up given in this chapter, it is obvious that the inspector is the keyman in the organization. He plays a vital role in assessing, enhancing, reducing, suspending or withdrawing school grants. He maintains a liaison between the Directorate and the schools at work. He is the "eyes and ears" of the Department. He is the one who puts flesh and blood

³Adapted from Punjab Education Code, 2nd ed., (Lahore: Government Printing Press, 1959), pp. 10 - 19.

into the skeleton of schemes prepared by the Directorate. By virtue of his authority, he commands a great influence among teachers and headmasters. His interests and inclinations, likes and dislikes, enthusiasm or indifference are clearly reflected in the educational life of his area.

Although the inspector is in a position where he can exert a great influence on the improvement of instruction, his present contributions are inadequate. The present system of inspection is characterized by certain weaknesses. Before we go into the shortcomings in detail, it would be proper to study the duties of different grades of inspectors and to know how a school is generally inspected. The next chapter would describe how the inspectors work.

26

C H A P T E R I I I

HOW DO INSPECTORS WORK¹

A. Duties of Different Grades of Inspectors

It would be relevant to enumerate the duties of different grades of inspectors before giving a description of how they work. The duties are, therefore, given in the following section.

1. Duties of the Divisional Inspector of Schools

(1) To inspect all Government and non-Government Secondary and Normal Schools in the division.

(2) To make endorsements on the certificates of teachers recording the quality of work done by them.

(3) To receive confidential reports on teachers and clerks employed in Government Schools from the headmasters concerned and to submit them to the Director of Education with any further comments which he may wish to make. (The form of the confidential report has been given in appendix E)

(4) To receive confidential reports on Assistant District Inspectors from the District Inspectors and to submit them to the Director of Education with his comments.

¹In addition to works cited, the chapter has been based on information received from Prof. F. M. Khan, Education Extension Center, Lahore, West Pakistan.

(5) To prepare confidential reports on headmasters and Assistant Inspectors and to submit them to the Director of Education.

(6) To review the tour programs of Assistant District Inspectors and District Inspectors and to issue them instructions in this connection.

(7) To scrutinize and sanction the travelling allowance and daily allowance bills of the subordinate inspectional staff.

(8) To grant casual leave to headmasters for a period not exceeding 15 days, in which case the authority to sanction leave rests with the Director of Education.

(9) To sanction regular leave to teachers upto a maximum period of three months.

(10) To allow yearly increments to teachers.

(11) To recommend to the Director of Education the cases in which withholding of increment is necessary.

(12) To submit the cases connected with the crossing of efficiency bar to the Director of Education with his recommendations.

(13) To sanction the cases of private tuition by teachers subject to the regulations laid down by the Department.

(14) To grant permission to teachers to take university examinations as private candidates according to the regulations of the Department.

(15) To make the final selection of stipendiaries for admission to Junior Vernacular and Senior Vernacular teachers' training classes.

(16) To write off un-serviceable articles from the stock registers of Secondary Schools after verifying their legitimacy.

(17) To examine the building plans of all the Secondary Schools in the division.

(18) To survey the equipment and furniture requirements of the schools and to submit recommendations to the Director of Education in this connection.

(19) To recommend the expansion of new schools or closing down of old schools.

(20) To adjust teachers and clerks within the division.

(21) To recommend the transfers of teachers, clerks and headmasters outside the division.

(22) To make enquiries and investigate complaints.

(23) To organize refresher courses for teachers of secondary schools.

(24) To collect statistics, data or any other information required by the Department.

(25) To perform any other duties which he may be required to perform by the Department.

Specific Duties of the Divisional Inspector in connection with Non-Government Schools.

(1) To accord recognition to vernacular schools subject to the fulfillment of the conditions laid down for their recognition.

(2) To recommend the recognition of secondary schools to the Director of Education.

(3) To scrutinize the grant estimates for primary and middle schools prepared by the District Inspector and to forward them to the Director of Education with his comments.

(4) To classify the secondary schools as either (a) excellent or (b) satisfactory or (c) fairly satisfactory for the purpose of awarding grants.

(5) To make tentative assessment of grants for the schools classified in the above categories according to their instructional state, discipline and general efficiency.

(6) To recommend the reduction, enhancement, suspension or withdrawal of school grants.

(7) To make tentative appointments and transfers of teachers and headmasters in District Board Middle and Secondary Schools subject to the concurrence of the Chairman of the District Council.

(8) To approve the appointments of teachers in private secondary schools.

2. Duties of the Deputy Inspector of Schools

The Director's letter suggesting the duties of the Deputy Inspector would be of great interest to the reader and is, therefore, reproduced below:

I have already instructed you in my letter No 22902-A dated 17th November, 1933, that on appointment of the additional Deputy Inspector in each division, one of your Deputy Inspectors should be put in charge of vernacular education. I hope to see in consequence a marked tightening of your control over vernacular schools and as a result better value being received for the great sums of money that are being spent on their maintenance. I wish, however, to give you in brief my own views and suggestions in regard to the scope and nature of work that is to be attempted by these officers. These suggestions are not to be rigidly followed and will, of course, be modified and supplemented by you and your Deputies in the light of your experience of the working of vernacular schools in your division.

(a) A most important function of this officer will be to visit as many of the vernacular schools in each district as he can and in each case to act as suggested in the following paras.

(b) He should examine the figures of enrolment and attendance. These should be checked by the actual number of boys in the school. An individual roll call in the infant class is often necessary to check whether the marking of the teacher is honest. This, of course, necessitates that the visit should, as far as possible, be a surprise to the staff. Every effort should be made to find out whether attendance is regular and satisfactory when the inspector is in the area. This I assume is difficult but information may be acquired in various ways. In cases where blanks are found in registers at the time of surprise visits, it may generally be assumed that the masters are in the habit of leaving blanks which are filled up later in the day when they have got through the day safely without an inspector's visit. Discrepancy between the figures of enrolment and attendance and the actual number present in the school will indicate that the inspecting staff has been slack. In all cases, the District Inspecting staff should be

instructed to make surprise visits to the schools to check statistics and they must clearly understand that any false statistics will involve serious trouble for them.

(c) It should also be noted whether the school in any way has become a part of the life of the community among whom it is located. The attitude of the teacher towards the community will be an important factor in this respect.

(d) Methods of teaching especially in the infant classes should be carefully inspected as on them depends to a very large extent the success of the institution.

(e) The Deputy Inspector should also study the organization of work in the district, for example, he should see whether a definite plan of inspection is followed, whether the schools in the district have been graded in accordance with their efficiency and given attention accordingly. He should also see whether surprise visits are paid with sufficient frequency to keep the teachers alert, that monthly statistics are called for from schools and necessary action taken. He should see that schools are properly administered and whether control over them is effective.

(f) ... It should also be the duty of the Deputy Inspector to review the expenditure of each District Board to find out what is absolutely necessary in the interest of efficiency and good work in the district.

(g) It appears necessary that the Deputy Inspector in December or January review the anticipated income budgeted for by the District Inspector in the light of the actual expenditure incurred and the Government letter and instructions issued on the subject and see that there is no exaggeration in the budget amount. He should also review the various aspects of the educational budget and offer necessary guidance to the Board on the subject.

(h) At the end of the visit to the District, the Deputy Inspector should visualize the problems of the District and the attempts that are being made to solve these problems and the success that has

attended such attempts. He should then draw up his report upon the above and other heads and should forward it to me so that I may be in a position to see what progress is being made in each district.

Director of Public Instruction's D.O. X 24787 dated 18.12.33 to the Divisional Inspectors of Schools in the Punjab.

The original letter suggesting the duties of a Deputy Inspector must have given the reader an idea of the authoritative nature of inspection in Pakistan. It has been so by tradition. To 'tighten the control', 'to detect the teachers' and to 'keep them alert by surprise visits' have been the basic principles of inspection.

Coming back to the duties of the Deputy Inspector, the letter discussed above was suggestive of the type of duties that a Deputy Inspector may share with the Divisional Inspector. No duties have, however, been prescribed for Deputy and Assistant Inspectors by the Directorate of Education. They have no administrative powers and are meant only for the assistance of the Divisional Inspector who assigns their duties according to his requirements.

3. Duties of the District Inspector of Schools

Before stating the duties of the District Inspector of Schools, it would be relevant to remind the reader that Primary and Middle Schools in the former Punjab area (mainly the present Lahore Region and a part of Peshawar Region)

are maintained by Local Bodies.² The District Inspector of Schools serves in the capacity of educational adviser to the Chairman of the District Council. The powers of appointment and transfers of teachers lie with the Chairman. It is, however, the District Inspector who carries on the actual administration in the district. He is required to seek the approval of the Chairman in all administrative matters.

He is expected to perform the following duties:

(1) To make appointments of vernacular teachers in District Board Schools and to adjust them within the district.³

(2) To inspect all Middle Schools in the district and a number of Primary Schools in each subdivision of the district.

(3) To make endorsements on the certificates of teachers recording the quality of service rendered by them.

(4) To maintain the service-records of all the vernacular teachers employed in District Board Primary and Middle Schools.

(5) To scrutinize the pay rolls of teachers.

(6) To sanction annual increments to teachers.

²District Councils consisting of elected representatives from the whole district and Town Committees composed of elected representatives from the town are called Local Bodies.

³English teachers for Anglo-vernacular Middle Schools are appointed by the Divisional Inspector subject to the concurrence of the Chairman of the District Council.

(7) To withhold the increments of teachers if it is necessary.

(8) To prepare educational budget estimates for the District Board and to submit estimates of grant-in-aid to the Director of Education through the Divisional Inspector of Schools.

(9) To recommend the recognition of private Primary and Middle Schools to the Divisional Inspector of Schools subject to the fulfillment of conditions laid down by the Department.

(10) To assess grant-in-aid to private Primary and Middle Schools and to submit recommendations to the Director of Education through the Divisional Inspector of Schools.

(11) To recommend the reduction, suspension, enhancement or withdrawal of school grants to the Director of Education through proper channel.

(12) To recommend the opening of new Primary and Middle Schools or closing down of old schools to the Director of Education.

(13) To submit his tour program to the Divisional Inspector.

(14) To submit the tour programs of Assistant District Inspectors to the Divisional Inspector.

(15) To prepare confidential reports on Assistant District Inspectors and to submit them to the Director of Education through the Divisional Inspector.

(16) To collect statistics, data or any other information required by the Department.

(17) To make a provisional selection of stipendiaries for admission to Junior Vernacular and Senior Vernacular teachers' training classes and to submit the names to the Divisional Inspector.

(18) To sanction cases of double promotion and change of names of pupils in Primary Schools subject to the regulations of the Department.

(19) To grant leave to teachers as admissible to them under the leave rules of the Department.

(20) To allow the Vernacular teachers in Primary and Middle Schools to undertake private tuition subject to the regulations of the Department.

(21) To permit Vernacular teachers in Board Schools to undertake postal duties on the understanding that the extra work thus entailed does not materially interfere with their teaching.

(22) To organize refresher courses for teachers in Primary and Middle Schools.

(23) To perform any other duties which he may be called upon to perform by the Divisional Inspector of

Schools or the Director of Education.

4. Duties of the Assistant District Inspector of Schools

- (1) To inspect all Primary Schools in his subdivision.
- (2) To make endorsements on the certificates of teachers recording the quality of work done by them.
- (3) To submit his tour program to the Divisional Inspector of Schools through the District Inspector.
- (4) To visit private Primary Schools in connection with their applications for recognition and grant-in-aid and to submit reports to the District Inspector.
- (5) To prepare confidential reports on Primary School teachers and to submit them to the District Inspector.
- (6) To grant casual leave to teachers for a period not exceeding ten days, in which case the authority for sanctioning leave is vested in the District Inspector.
- (7) To recommend cases of double promotion and change of names of pupils in the primary section to the District Inspector.

(8) To accompany the Divisional Inspector or the District Inspector on tour within his own jurisdiction or beyond his jurisdiction whenever required to do so.

(9) To conduct refresher courses for teachers.

(10) To conduct Primary School Examination in his sub-division.

(11) To make inquiries into the cases connected with refusal of discharge certificates, promotion cases or any other complaints against schools.

(12) To collect statistics or any other information required by the Department.

(13) To perform any other duties which he may be called upon to perform by the Department of Education.

Having discussed the duties of various grades of inspectors, we are in a position to see how a school is generally inspected. The description of a school inspection is, therefore, given in the following section.

B. Inspector's Visit to a School

An inspector's visit to a school is usually a great ordeal for teachers and is, therefore, looked upon with anxiety. Everybody shares in preparations for the critical occasion. The registers and records are properly arranged. The rooms are white-washed. The walls are decorated with beautiful charts and pictures. The physical education instructor rehearses several times the special exercises which he would like the pupils to perform in the presence of the inspector. Thus there is a great stir and commotion in the school. The school bears an unusual look.

On the day of the inspector's arrival, which is already known, the pupils and teachers come to the school dressed in neat and tidy clothes.

The inspector is received at the school gate by the headmaster and a few senior members of the staff. The news of his arrival spreads through the school. The teachers and pupils become alert.

Class Inspection

There is doubt, uncertainty and anxiety as to the way the inspector would proceed. In the case of a secondary school, the Divisional Inspector may ask his deputies to inspect different classes. He may sit and chat with the headmaster in his office or may like to inspect some classes personally.

As he (or any member of the inspection team) enters a class, the pupils stand up as a mark of respect. The teacher offers him a chair. The students are shy, nervous or excited. They know they are going to be examined.

The inspector asks them certain questions. Those who know the answers raise their hands. In certain cases, more hands are raised to impress the inspector.

The inspector usually checks on the written work of the students to see if the teacher has been systematic in doing corrections. He may point out to the teacher the errors of spelling or grammar which he might have ignored and express displeasure at the negligence or he may form impressions for later communication.

He sometimes resorts to a written examination. The pupils are asked to write a paragraph on a given topic, to explain a motto or to solve a mathematical problem. The students might be asked to explain "Pakistan abounds in silver and gold fibres" instead of being asked directly about cotton and jute.

In a reading test, the students are required to read a passage, translate it into their own vernacular and to pronounce certain words.

Display of Physical Exercises by Pupils

The stay of the inspector in a school varies from three hours in the case of a small school to one or two

days in the case of a big school. On the last day of the visit, the inspectional staff are entertained with a display of physical exercises by the pupils in the accompaniment of the school band.

Invitations to 'humble tea', which is in fact very sumptuous, are usually declined by inspectors.

Checking of Accounts and Records

Besides checking the instructional work, the suitability of buildings and sanitary conditions, the inspector also checks how the school is supplied with apparatus and other materials and how its registers and records are kept.

The inspector checks on how different funds are utilized and whether the maintenance and appropriation of accounts is proper.

In addition to checking of accounts, the inspector also checks other registers maintained by the school viz Admission and Withdrawal Registers, Teachers Attendance Register, Punishment Register, Order Book, Examination Registers etc.

Writing off Un-serviceable Articles

When the inspector has checked the records, the headmaster presents him a list of un-serviceable articles to be written off charge. The inspector may make physical verification of the articles to see if they are really un-serviceable before he writes them off.

Endorsement of Teachers' Certificates

Article 178 of the Punjab Education Code states:

Endorsements regarding the quality of service rendered by the teacher shall be made annually on his certificate by the inspecting officer.⁴

In compliance with this regulation, the inspector endorses the certificates of teachers with remarks ranging from excellent to un-satisfactory.

The practice is more strictly adhered to in the case of primary schools.

Writing the Log-Book

As laid down in Article 107, "the reports and remarks of inspecting officers shall be recorded in the Log-Book",⁵ the inspector makes brief comments about different aspects of school work in the Log-Book.

Forms A and B, Log-Book Part I, are given in appendix F. English Translation of an alternative form devised by District Inspector of Schools, Jhang, is also given in appendix G.

A specimen of Part II, containing the remarks of the inspector is presented below

Part II

Remarks

Students of class X are weak in Geography. Scant

⁴Punjab Education Code (Lahore: Government Printing Press, 1959), p. 59.

⁵Ibid., p. 29.

attention has been paid to map-filling.

No proper arrangements for teaching of science exist for VIII class.

Composition work in VII class is not adequate.

Persian is well taught in the school.

Class rooms of VI class are congested.

The arrangements of extra-curricular activities are satisfactory.

Signature of the Inspector

Meeting With the Staff

When the inspector finishes the inspection and is about to depart, all the teachers gather to see him off. Customarily at this moment, he invites questions from them. But neither he nor the teachers are in a mood to discuss any serious problems.

Detailed Report on the Inspection

A detailed report is sent to the school after a week of the inspection. A long time sometimes elapses before the report reaches the school. The headmaster circulates it for the information of the staff. Teachers about whom specific remarks have been made are required to note them.

C. Philosophy of the School Inspector

The school inspector is "a combination of a clerk

and a policeman."⁶ He acts as a fault-finder and inspires fear, submissiveness and blind allegiance on the part of teachers. He issues instructions to them and penalizes them for non-compliance or personal annoyance. The teachers are sometimes insulted before their pupils. The inspector is in "an extremely autocratic position, where if his will is not exactly law, it is so near to it that for all practical intents and purposes the teachers and headmasters regard it as such."⁷ They take in silence what the inspector says or dictates. In the words of W.M. Ryburn:

Teachers do not wish to put employment and future prospects in jeopardy, and schools do not wish to risk financial loss. The result is an unwholesome enlargement of self-importance in inspectors and an equally unwholesome development of 'slave mentality' on the part of the teacher, who fumes in private. This does not by any means always happen. But it too frequently does.⁸

This, in general, is the philosophy on which an inspector performs his duties. Having described how the inspector inspects a school, we are in a position to examine the role of the headmaster who is mainly concerned with the supervision within the school.

⁶Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), pp. 315 - 316.

⁷W.M. Ryburn, Suggestions for the Organization of Schools in India (London: Hymphrey Milford, Oxford University Press, 1941), p. 214.

⁸Ibid., p. 216.

D. Role of the Headmaster as a Supervisor

The Headmaster of a school is like the captain of a ship. Whether the school rises to fame or sinks into obscurity depends to a great extent on his ability in administration and skill in supervision.

The importance of his role as a supervisor can hardly be exaggerated. Whereas the inspector can hardly visit a school once a year, the Headmaster can judge and evaluate the day-to-day work of the teachers and offer suggestions for its improvement. He can inspire them to be creative in their instructional programs. To see to what extent the objective of the improvement of instruction is realized by the Headmaster in Pakistan, we need to examine the usual procedures of supervision employed by different headmasters.

Procedures of Supervision

There are almost as many procedures of supervision as the number of headmasters. There are, however, a few common features to be noted among them. The following responses of some of the headmasters represent a few specimens of the usual procedure of supervision.

There is no fixed procedure. Every day brings its own problems. The most important of them are first to be dealt with. The written work of the students is submitted by the teachers concerned on demand from time to time and is hastily inspected whenever time is available.

In my free time (when I have no period to teach, myself) I go round the corridor and see how my

assistants are engaging their classes. At some class, I stop and watch things from outside; in some I enter and see what has been actually done in the class. Sometimes, I do a little work myself to demonstrate.

It is generally a surprise visit.

Going round the school, watching lessons by teachers, checking teachers' diaries and class note books, keeping record of observations made in the class-rooms or outside. Guiding and directing the teachers and the taught when necessary. Giving Demonstration lessons.

1. Daily checking of teachers diaries.
2. Occasional checking of written work corrected by teachers.
3. Occasional checking of teaching in the class.
4. Going round the classes.

Usually I check each class once a month. I give them short tests in all subjects to record my impressions in a register. On the next inspection, I see whether the previous shortcomings have been removed. I supervise the games in the evening.

From the first of the month upto 11th, I go to classes to see how they teach and give my reactions to teachers. From the 12th of the month, I start checking the note books and progress reports of all the subjects of all the classes. For each class, I have fixed two days. The school at present is a double section one upto class IX with one section of class X. Thus the whole work is finished by 30th of the month. On the last day of the month, I check the attendance registers.

It is easy to infer from different procedures of supervision that the role of the Headmaster as a supervisor

leaves something to be desired. Most of the headmasters have a narrow concept of supervision. It is generally confined to checking of teachers' diaries and pupils' notebooks, going round the school, watching the teachers and pupils from corridors, giving short tests to classes and keeping record of observations on teachers inside the classroom and outside. All too frequently inexperienced teachers receive practically no help. They are compelled to muddle through as best they can. The only guidance they sometimes get is through Demonstration Lessons which some of the headmasters give for the benefit of their staff.

Class-room visitation, at present, only results in inspection and evaluation rather than in the analysis of the learning situation or the diagnosis of the difficulties of pupils and teachers and follow up remedial work.

The present procedures of supervision are mechanical in nature, autocratic and detective in character and stagnant in outlook. They do not provide for creativity and professional growth of teachers. The school activities, therefore, degenerate into routine operations.

The causes for inadequate supervision are not difficult to locate.

Firstly as the Report of the Commission on National Education states:

The post of Headmaster has usually been filled by seniority. In consequence, it has become the practice for headmasters to be appointed when they

are on the verge of retirement and when they have neither the time, the energy, nor the inclination to exert a positive influence.⁹

Secondly, there is lack of in-service programs to keep the headmasters abreast of modern advancements in education. Their educational outlook, therefore, continues to remain stereotyped.

As one of the headmasters writes:

At present an annual Divisional Conference of Headmasters is held which is more bossed over than guided by the Inspector. The Conference therefore serves no useful purpose.

Thirdly, some of the headmasters are so much overburdened with teaching work and administrative routine that little time is left to them for supervision.

It is evident from the discussion in this chapter that both the Headmaster and the Inspector need a re-orientation in their concepts of supervision. The system of inspection is also characterized by many other weaknesses. The next chapter will attempt a composite picture of the overall shortcomings of the entire system in the light of the views expressed by respondents.

⁹Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), p. 316.

C H A P T E R I V

WEAKNESSES OF THE PRESENT SYSTEM OF INSPECTION

The purpose of this chapter is to discuss the shortcomings of the present system of inspection. As mentioned in chapter I, the writer had sent questionnaires to teachers, headmasters and inspectors to get their views on the present system of inspection. On the basis of their responses, it has been observed that the present system is characterized by many weaknesses.¹

The shortcomings of the present system would be discussed under the following headings:

A. Procedural Weaknesses

1. Weaknesses of the Methods of Inspection.
2. Shortcomings of the In-service Programs for Teachers.
3. Weaknesses of the Methods of Appointment of Inspectors and Insufficient Facilities for their Training.

B. Difficulties of the Inspectors.

A. Procedural Weaknesses

1. Weaknesses of the Methods of Inspection

The way the school inspection is conducted leaves

¹The chapter has been based mainly on the responses to the questionnaires.

much to be desired. The program of the inspector's visits is generally circulated before-hand. The schools waste a lot of time in putting up a show to impress the inspector. What he sees is not the normal life of the school.

The inspector confines his attention only to academic life of the school. He stays in a school for a day or so. Each class, therefore, gets 15 to 20 minutes. It is obvious that the work done by the teacher during the whole year cannot be evaluated in so short a time.

The inspector neither holds any conference with teachers nor is he accessible to them for guidance. The atmosphere during the inspection is very tense. According to a headmaster:

... A ghost of awe and terror reigns over the school premises during the inspection. It is quite contrary to the psychological needs of the teachers. After the inspection is over, the teachers feel a sense of deliverance.

The teachers try to conceal their weaknesses from the inspector and the inspection, therefore, conceals more than it reveals of the problems of the school. The inspection as such does not serve any useful purpose.²

2. Shortcomings of the In-service Programs for Teachers

Although the inspector does not personally provide

²For an interesting account of a school inspection given by a District Inspectress of Schools and the views of teachers regarding the attitude of Inspectors, the reader is referred to appendix C.

the teachers any guidance at the time of inspection, the inspectorate organizes refresher courses for teachers. The duration of a course varies from three days to a fortnight. The participants are given lectures on teaching of different subjects such as English, Mathematics, General Knowledge, Science etc.

The inspector directs a few secondary school teachers or headmasters to act as instructors for such a course. He is personally present generally on opening or closing ceremonies of the courses. His remaining "behind the scene" lessens the effectiveness of the programs.

Although in-service programs for teachers are very essential for their professional efficiency, the number of courses conducted at present is quite inadequate. There are areas such as Kalat, Kharan, Loralai and Bahawalpur where no courses are conducted at all.

3. Weaknesses of the Methods of Appointment of Inspectors

It has already been stated that minimum qualification for the post of an inspector is a university degree and that preference is given to those who in addition have received training in education for at least one academic year. Non-possession of practical teaching experience in a school is no bar to becoming a school inspector. As such, some of the inspectors in the higher categories are alien in the field of actual teaching.

In addition to this, there are no special subject inspectors for secondary schools. Even though an inspector may have practical experience of having taught in a school, he cannot be equally well versed in all the subjects. At the secondary level, there is always the need for special subject inspectors to guide the teachers in the teaching of different subjects. The present system does not provide for this.

The quality of inspection at the primary level is also un-satisfactory. According to Shamsul Haq:

Because of the poor pay of primary teachers, the profession does not attract qualified people. As such, it forms a closed department from which there is no promotion to the higher strata of education service. As a result, the primary school inspectors who are trained graduates are without any first hand experience of work in a primary school.³

Even among secondary school teachers, those who choose to become primary school inspectors are not outstanding as teachers. In terms of pay and conditions of service, the Assistant District Inspector is equivalent to a trained graduate working in a secondary school. His post has no additional allowance for it. As such, it does not attract efficient teachers who can supplement their income by private tuitions while working in a school. The quality of the primary school inspector is, therefore, not very high.

³Mohammad Shamsul Haq, op.cit., p. 60.

Insufficient Training Facilities for Inspectors

It has already been mentioned that pre-service training facilities for inspectors are quite inadequate. A College for Primary Education Evaluators and Normal School Instructors has recently been established. No such institution exists for Secondary School Inspectors. In the absence of training facilities, the inspectors learn about their work through a process of trial and error.

The facilities for in-service education of inspectors are also quite inadequate. Education Extension Center, Lahore, is the only institution that conducts courses for Secondary School teachers, headmasters and inspectors. Since the demands on the Center are very heavy, hardly one or two courses can be organized for inspectors throughout West Pakistan during the year.

The inspectors usually treat the courses as a formal routine partly because of the consistent use of Lecture Method which limits their participation and involvement and partly because of the non participation of their immediate officers to whom they could be responsible for the implementation of the principles learnt in the course.

The participants return to their duties only to resume their usual routine.

The shortcomings of the present system of inspection discussed above form only a part of the picture. The overall

picture of weaknesses will not be complete without discussing the difficulties of the inspector. A brief description is, therefore, given in the following section.

B. Difficulties of the Inspectors

The difficulties expressed by the inspectors in their responses to questionnaires can be classified under the following sub-headings:

1. Vast Area of jurisdiction and Difficulties of Transport.
2. Large Number of Schools to inspect without Sufficient Assistants.
3. Shortage of Teachers in the Schools.
4. Heavy Office Work and Insufficient Clerical Staff.
5. Duality of Control at the District Level.
6. Inadequate Powers of the Divisional Inspector.

A brief description of the difficulties is given below.

1. Vast Area of Jurisdiction and Difficulties of Transport.

The inspectors have vast areas under their jurisdiction and have to travel long distances to visit schools. In touring, transport is the main difficulty. In rural areas, sometimes even carriages are not available. Much of the inspector's time is lost in looking for camels and horses. Moreover, the travelling allowances of the inspectors are

inadequate in comparison with what they have to spend.⁴

Another difficulty is that of boarding arrangements outside. The inspectors cannot escape coming under the obligation of the teachers.

For an interesting account of the difficulties expressed by District Inspector of Schools, Kalat, who has an area of 49000 square miles, in his jurisdiction, the reader is referred to appendix D.

2. Large Number of Schools to Inspect Without Sufficient Assistants

Although the number of schools is increasing every year, the number of supervisory staff is static. The inspectors have to inspect a large number of schools with inadequate number of assistants.

The average number of schools supervised by inspectors of different grades is given in the following table.

TABLE 2

Showing the Average Number of Schools Supervised by Inspectors of Different Grades

Grade of Inspector	No of Schools	No of Teachers in the Schools
Assistant District Inspector	80	270
District Inspector	350	584
Divisional Inspector	100	1300

⁴All the inspectors have unanimously stated that their travelling allowances are inadequate. A detailed discussion of this will be given in Chapter VI.

Since an inspector has a large number of schools under his control, a school can hardly be inspected once a year. Because of the large number of teachers in the jurisdiction of an inspector, it is not possible for him to know all the teachers individually even if he is quite conscientious.

3. Acute Shortage of Qualified Teachers

The difficulties of the inspector are further accentuated by the shortage of properly qualified teachers in the schools. The shortage of qualified teachers is more acute in rural areas which makes the work of the Assistant District Inspector extremely difficult.

4. Heavy Office Work and Insufficient Clerical Staff

The inspectors spend 10 to 15 days a month at their headquarters for their office work. The daily time devoted to such work varies from six to eight hours. The office work is not confined to headquarters alone. It sometimes overtakes the inspector while he is on tour. The Divisional Inspector of Schools, Multan writes:

I devote six hours a day to my office work if I am not on tour. If I am on tour for a week or so, I have to attend to important files sent to me by the office through messengers. Time spent on such office work depends on the type of cases and the number of files sent. On occasions, I have to do more than six hours' office work even while I am on tour.

The difficulties of the inspectors become worse due to insufficient and inexperienced clerical staff. The

inspectors have to devote much more time to office work than they otherwise would in the case of sufficient and efficient clerical staff.

4. Duality of Control at the District Level

Duality of control at the district level poses a great problem for the District Inspector. Although the District Council depends on the District Inspector for the actual administration of education in the district, the powers of appointment and transfers of teachers lie with the Chairman of the Council. The District Inspector serves only in the capacity of an educational adviser to the Chairman and has to seek his approval in all administrative matters. The Chairmen have generally little experience or background in education and fail to appreciate the viewpoint of the inspector. For this reason such a duality of control leads to "friction, delay and frustration in the conduct of school affairs".⁵

5. Inadequate Powers of the Divisional Inspector

The Divisional Inspector of Schools is empowered to adjust teachers and clerks serving in Government Secondary Schools within the division. The authority for transfers of headmasters even within the division is vested in the Director of Education.

⁵Government of Pakistan, National Planning Board, First Five Year Plan (Karachi: Manager of Publications, 1957), p. 552.

The inspector has no say in the appointment of teachers and headmasters in his division. The powers of inter-division transfers also lie with the Director. The appointments of teachers and headmasters in his division or their transfers to other divisions often come to the inspector as a surprise. This causes great inconvenience to him in carrying on effective administration within the division. Since the Director is very busy with administrative matters concerning all divisions, the posts of teachers sometimes lie vacant long before they are filled. The work in the schools therefore suffers.

The weaknesses and defects of the existing system of inspection pointed out in this chapter need to be rectified. It would be relevant to study the modern concepts of supervision and practices in some of the advanced countries of the world before final recommendations are made. The description follows in the next chapter.

CHAPTER V

MODERN CONCEPTS OF SUPERVISION AND PRACTICES IN FRANCE, ENGLAND AND THE UNITED STATES

A. Modern Concepts of Supervision

Supervision is an integral part of administration in any organization. No activity can operate successfully without adequate supervision.

The purposes of supervision are: (a) To ascertain how effectively an activity is being carried out; (b) to diagnose the difficulties of the personnel, if any; and (c) to provide guidance so as to facilitate the achievement of the desired goals.

The main function of educational supervision is the improvement of learning. The supervisor is concerned with making the educational programs socially useful and educationally sound. To achieve this, he has to take into consideration all the factors that affect the learning and growth of the pupils. The interests of the pupils, the needs of the community, the morale of the personnel, the suitability of curricula, teaching methods, instructional aids, school welfare services and school plant are all the province of supervision.

The old concept of supervision was that of autocratic inspection. Marked changes in the psychological, sociological and philosophical concepts and values have brought corresponding changes in the ways and means of supervision.

Early psychologists held firmly to the belief in the faculty psychology, the theory of formal discipline and the absolute transfer of training. The mind according to these psychologists was made up of separate faculties: Memory, imagination, reasoning, etc. These faculties were susceptible to training in the same manner as the muscles of the body. To these psychologists the traditional curriculum - based on the classics, of language, mathematics, logic constituted the best instrument for such mental training. Nineteenth Century psychologists believed that once trained these mental faculties became, like the sharp edge of a knife, capable of cutting through any problem which the youth might face in later life.¹

Twentieth Century experimental psychology has proved the theory of faculty psychology to be fallacious. The doctrine of formal discipline has also undergone considerable modifications. If the purpose of education is to enable the children to solve the problems of life, then the school must strive consciously to relate the teaching to life. Another important change which modern psychology is causing to the curriculum stems from the increased emphasis which modern psychology accords to the problem of individual differences. It is recognized that children are endowed with

¹Dr. Habib A. Kurani, "Issues in Secondary Education", American University of Beirut, 1960.

varied abilities which deserve varied educational treatment both in content and methods.

The modern era is marked by great recognition of the worth of the individual. Every individual is considered to be capable of making "contributions worthy of respect, even though differing in weight and importance."² Modern research has proved the superiority of democratic group processes and satisfactory human relations over authoritarian control in all spheres of administration.

The effects of these changes on education and hence upon supervision have been great. Education to-day is not "a mechanical routine fulfilled through mechanical administration of details."³ It is as dynamic as life itself. Supervision has, therefore, become a fundamental aspect of education and not the unthinking enforcement of standardized techniques. It seeks to help the teachers to awaken a sense of inquiry and a spirit of creative self-expression in the pupils.

Modern supervision is democratic, cooperative, creative and scientific. It is guided by the following principles:

²A.S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York: Appleton - Century - Crofts, Inc., 1947), p. 9.

³Ibid., p. 8.

1. Leadership
2. Co-operation
3. Tact
4. Objectivity
5. Creativity
6. Integration
7. Planning
8. Flexibility
9. Evaluation

A brief discussion of the nature, value and application of these principles follows

Leadership, Co-operation and Tact

Leadership is defined in terms of leader behavior.

In the words of Morphet:

- Any person provides leadership for a group when he
1. Helps a group to define tasks, goals and purposes;
 2. Helps a group to achieve its tasks, goals and purposes;
 3. Helps to maintain the group by assisting in providing for group and individual needs.⁴

The democratic supervisor is a "teacher-leader". He helps the teachers to help themselves. He does not seek disciples. The words of Khalil Gibran for the teacher are equally applicable to the supervisor when he says:

If he is wise, he does not bid you enter the house of his wisdom but rather leads you to

⁴Edgar L. Morphet, Educational Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 86.

the threshold of your own wisdom.⁵

The democratic supervisor provides the teachers opportunities for gaining and maintaining confidence and self-respect. He involves them in planning the programs, implementing the policies and proposing new courses of action. As Elsbree and McNally observe:

... Cooperative study and decision making result in a more fundamental understanding of the reasons for adopted policies and procedures than a procedure which imposes methods and techniques. Furthermore it is much more likely that teachers who have participated in such democratic methods of working in their professional relationships with principals and supervisors would be more inclined and able to use such methods in their class-rooms...⁶

In achieving the genuine cooperation of teachers, the supervisor uses the principle of satisfactory human relations. He is considerate, respectful and sympathetic towards the teachers. In the words of Prof. J. Katul:

He is fair, firm and sympathetic at the same time. He is patient, listens to others when complaining or presenting a difficulty, and when he indicates defects, he also commends the good aspects. In this way he can easily disarm an excited teacher or parent and bring him back to his normal state. On the other hand, if a teacher cannot be corrected, steps are taken by the supervisor for the termination of his appointment.⁷

⁵Quoted by Earl S. Johnson in, "The Human Dimensions of Supervision", in Educational Leadership (Vol. XVIII, No 4, January, 1961, Association for Supervision and Curriculum Development, Washington), p. 222.

⁶Willard, S. Elsbree and Harold J. McNally, Elementary School Supervision and Administration (New York: American Book Company, 1959), p. 154.

⁷Prof. J. Katul, Class Notes for Education 213, American University of Beirut.

Objectivity

Objectivity is the "key-word" of science. Modern supervision is scientific in the sense that it makes use of the scientific method. The purpose of this method "is to substitute factual data and unbiased judgment for faulty observation and personal opinion."⁸ It implies that the decisions or judgments of the supervisor should be based not upon hearsay, personal prejudice or emotional bias but on factual evidence and thorough analysis of each situation.

The scientific aspect of supervision also implies that the supervisor should stimulate scientific attitudes on the part of teachers. He should assist them to make use of objective tests and measurements and enable them to keep accurate records of the development and progress of the pupils. The supervisor should also make them aware of the limitations of these tests and measurements.

Creativity

"A creative act is an act which represents for the creator a new thought, a new idea, a new solution, a new analysis or a new synthesis."⁹ According to Rorer, "Growth

⁸Fred C. Ayer, Fundamentals of Instruction Supervision (New York: Harper & Brothers, 1954), p. 415.

⁹Kilpatrick quoted by Dorothy S. Cowles in "The Outcome of Creative Supervision", in Educational Leadership (Vol. XVIII, No 7, April, 1961, Association for Supervision and Curriculum Development, Washington), p. 437.

in creative ability is the goal of education."¹⁰ Progressive education and creative supervision are both directed towards creative outcomes due to the obvious reason that there would be little progress if the educative process degenerates into a routine operation.

The supervisor should inspire creativity on the part of teachers. He should encourage experimentation. A school may be selected at random when an experiment is to be carried out. The teachers in the other schools should be kept informed of the results. Their interest in experimentation would gradually grow. Recognition and appreciation for creative work done or undertaken by different teachers would provide them with an incentive to be creative in their daily programs. Creativity on the part of teachers would foster creativity among the pupils.

Integration

In the words of Ayer:

Integration is a unifying process that affects almost every form of growth, thinking and personal and social development. It involves not only the process that unites parts or elements into wholes but the sustaining harmonious interaction between parts and wholes as each facilitates the action of the other.¹¹

Achieving coordination among various aspects of an organization is essential for the attainment of desired goals.

¹⁰Quoted by Fred C. Ayer, op.cit., p. 184.

¹¹Ibid., pp. 229 - 230.

The process of co-ordinating educational activities is facilitated if the duties of different members of the staff are clarified in such a way that they understand how their contributions are related to the common goals. This necessitates adequate means of communication among the teachers of a school system. In addition to providing the teachers opportunities for meeting in groups, the supervisor can render a valuable service by acting as a coordinating agent between different schools.

The supervisor should be concerned not only with coordination among different members of the staff but also among different aspects of education. Isolated emphasis on mental development alone will not produce a balanced personality. Physical, intellectual, social, moral and aesthetic aspects of development should all go hand in hand to shape the child into a well-adjusted personality. In our present teaching and supervisory programs, only academic progress of the pupil is kept in view. The supervisor should examine the overall development of the pupils and guide the teachers to attend to all aspects of their development.

Planning

All human undertakings need planning and supervision is no exception to this rule. A supervisor without an adequate and definite plan of work has no point of departure and no destination.

Supervision can be effective only if the supervisor makes a regular schedule of his tour and has a definite plan of work in mind before he goes to visit a school. The supervisor should plan his own work, involve the teachers in planning educational programs and help them prepare their lesson plans and teaching units in accordance with the intelligence, interests and backgrounds of different pupils.

Flexibility

As most of the planning is anticipatory, provision should be made for modifications which may be necessary in the light of experience and current situations. Since school situations differ, environments vary and personalities are unique, the supervisor should modify his procedures in dealing with different individual and group situations.

The supervisor should encourage flexibility in methods of teaching, use of instructional aids, selection of text books and giving of assignments. This would enable the teachers to provide for areas of special interests and areas of weaknesses of different pupils.

Evaluation

Evaluation is essential to determine the outcome of an activity in relation to desired goals. According to Hagnan and Schwartz:

There isn't a beginning or an end to the process of evaluation. Evaluation is an action that permeates an organization at all stages of its growth. The

personnel of an organization cannot wait for a product to be completed before they begin to evaluate. They must start evaluating upon the formation of the organization and from that point the process must be continuous ... As an organization functions, its progress must be constantly checked, its weak points discovered, its strengths utilized, and its operations modified by the evaluative evidence available.¹²

Evaluation should be continuous as well as periodic. While continuous evaluation facilitates the improvement of "each situation without waiting for specific review periods,"¹³ evaluation after specific periods makes the process more thorough. In our present supervisory programs, the work done by the teacher during the whole session is evaluated in a single inspection. This does not, in any way, guarantee accurate evaluation. The supervisor should employ a combination of both periodic and continuous evaluation to evaluate the work of teachers.

The supervisor must also constantly analyze and critically evaluate the various devices and procedures he uses in supervision and make modifications in them, if necessary.

The principles discussed above are in actual application in France, England and the United States. The

¹²Harlan L. Hagman and Alfred Schwartz, Administration in Profile for School Executives (New York: Harper & Brothers, 1955), pp. 267 - 268.

¹³Ibid., p. 271.

variant methods adopted by inspectors in these countries in improving the quality of learning can serve as valuable examples in the image and spirit of which the system of the inspectorate in Pakistan can be built. A brief description of the systems of inspection in France, England and the United States, therefore, follows.

B. Practices of Supervision in France, England and the United States

1. France

France is divided into 17 academies (educational regions) for the purpose of educational administration. The Rector is the administrative head of each academy. He is appointed by the President of the Republic on the recommendation of the Minister of Education and is responsible to the Ministry for the supervision and administration of all institutions ranging from the nursery school upwards to the university. "The major portion of his time and attention is devoted to secondary and higher education."¹⁴ Under the control of the Rector is an Academy Inspector for each of the sub-divisions within the academy. The Academy Inspector is assisted by a team of inspectors who are specialists

¹⁴George Francis Cramer and George Stephenson Browne Contemporary Education (New York: Harcourt, Bruce and Company, 1956), p. 97.

chosen to cover all types of education offered within the subdivision.

At the highest level, the Minister and his numerous advisers are assisted by a body of special inspectors of national education whose function it is to visit all educational establishments, to report on the teachers therein (in conjunction with the local inspectorate), to keep the Minister constantly informed of the overall picture of education in France, and - most important of all in many ways - to plan the programme of studies for the schools, to think new lines of approach in the view of constantly changing conditions ...¹⁵

The qualification for the appointment to the post of Rector and inspectors in higher categories is a doctorate in science or literature and several years of experience as a teacher, principal or inspector. To become a primary school inspector, a teacher has to pass a very stiff competitive examination which is "a test of his general education, knowledge of school legislation and ability to form a valid judgment on the management of a class and the educational value of the lesson given."¹⁶

The French inspector is not an implacable judge of the work of teachers. He is considerate, constructive and creative in his outlook. In the words of Helen Breûle:

¹⁵Vernon Mallinson, An Introduction to the Study of Comparative Education (London: William Heinemann, Ltd., 1957), p. 102.

¹⁶Helen Breûle, "The Training of Teachers in France", in The Education of Teachers in England, France and U.S.A. (Paris: Unesco, 1953), p. 164.

He does not confine himself merely to judging a teacher's work and giving him the mark he deserves. He weighs many factors, such as the efforts made, the results achieved and the working conditions. He encourages, gives advice and draws attention to useful documentation and methods which have proved successful in other classes. He has a very definite influence on the pedagogical development of primary teachers who are anxious to improve in their profession.¹⁷

There are different ways for providing for the professional growth of teachers. Pedagogical conferences are annually held under the chairmanship of the primary school inspector to enable the teachers to discuss matters of educational theory and practice.

During the meeting, the inspector takes note of their recommendations for topics to be selected for the following year together with their views, and in some cases their vote on the inclusion of new books in the list of school text-books to be used.¹⁸

The inspector encourages inter-visitation of classes among teachers. It is not unusual for him "to arrange for a newly appointed primary teacher, a training course for a few days in a class that the inspector knows is well taught; or he may take a group of teachers to visit demonstration classes in schools whose equipment and methods can serve as examples."¹⁹

The French inspectors render valuable advisory and consultative services to teachers. Helen Breñle has given

¹⁷Ibid., pp. 164 - 165.

¹⁸Ibid., p. 166.

¹⁹Ibid.

a clear description of their work in the following words:

... Our inspectors and inspectresses encourage reflection as to methods, spread a knowledge of useful new departures and show how work in the schools can be made more effective. Their concern is to be constructive and creative rather than to concentrate in their purely administrative duties or to exercise harsh and nearly always discouraging methods.²⁰

2. England

The English inspectorate consists of the senior chief inspector, the chief inspectors for different types of schools, the divisional inspectors concerned with particular regions of the country, staff inspectors and finally Her Majesty's Inspectors of Schools who are responsible for the inspection of schools in a limited area, usually the area of one Local Education Authority.

The inspectors are persons of high academic distinction

Every H.M.I. (and they are proud of the title which for over 100 years has carried a suggestion of direct appointment by the sovereign in order to preserve the independence of their advice to the minister) will have been picked from a field of at least 100 successful teachers.²¹

The inspectors are consultants and advisers representing the ministry. They are available to teachers,

²⁰Ibid., p. 165.

²¹G.A.N. Lowndes, The English Educational System (London: Hutchinson University Library, 1960), pp. 25 - 26.

teachers' training institutions and Local Education Authorities for help and advice. They act "as guides, philosophers and friends giving them help and stimulus."²² It is important to keep in mind that "while Her Majesty's Inspectors are ready and willing to give advice if advice is sought, the responsibility for accepting or rejecting that advice rests on those who seek it."²³

The inspectors play a leading role in encouraging, stimulating and coordinating educational research. They go from school to school and work for the fertilization of new ideas and methods of teaching. According to Lowndes:

... Nothing is more infectious in education than the enthusiasm of the adventurous pioneer. No Government Department has evolved a more successful corps of 'carriers' of such infection than the Ministry of Education through Her Majesty's Inspectors of Schools.²⁴

3. United States

In the United States, the idea of inspection has given way to supervision which is concerned with the improvement of learning through professional leadership. Twenty five states use the word supervisor instead of inspector. The supervisor is looked upon as an adviser or consultant.

²²Sir Robert S. Wood, Education in England and Wales (Baghdad: Higher Teachers College, Government Press, 1957), p. 6.

²³W.P. Alexander, Education in England (London: Newnes Educational Publishing Company, Ltd., 1954), p. 6.

²⁴G.A.N. Lowndes, op.cit., p. 25.

Fifteen states have, therefore, actually substituted the title consultant for supervisor. The rest of the states are content with the use of the word "director".

The system of supervision varies from state to state. At the national level, the Office of Education is not responsible for supervision but it provides advisory and consultative services to states for educational institutions of all levels upon request. All states have supervisory staff. It usually consists of the superintendent, assistant superintendent, supervisors and assistant supervisors. "City and county school systems usually employ supervisors to work locally."²⁵

Several universities offer advanced courses in administration for the prospective supervisors and administrators. The usual qualifications for appointment to the post of a supervisor are the following:

- (a) A master's degree with emphasis on professional education; some of it in supervision;
- (b) 3 to 10 years of experience;
- (c) Demonstrated ability to work with people, professional and non-professional.²⁶

The supervisor works for the improvement of learning in many ways. He conducts workshops for teachers

In addition to work on specific professional problems, such workshops provide teachers with an opportunity for direct experience in creative work, for conducting science experiments or

cation ²⁵United States of America "in World Survey of Education (Paris: Unesco, 1958), p. 1240.

²⁶Ibid., p. 1246.

otherwise increasing their understanding and skills in fields representing personal interests.²⁷

The supervisor also involves the teachers in curriculum revision, conducts in-service programs and plans staff meetings for discussing matters of educational theory and practice.

The supervisor in city and county school systems works with principals, teachers and sometimes with community organizations and parent groups to improve school programs and to bring about coordination between school, home and community.

The local principals provide for the improvement of learning and professional growth of teachers. The atmosphere in the school is permissive. It encourages variety and flexibility and fosters creativity among teachers. The services of the advisers from the central office are available to the principals and teachers if they need them.

The Team Approach in Supervision ²⁸

Another system of supervision that is in practice in Long Island Elementary School District, Valley Stream, New York, is of special significance from the point of view

²⁷Harold E. Snyder, "Education of Teachers for the Public Schools of United States", in The Education of Teachers in England, France and U.S.A. (Paris: Unesco, 1958), pp. 296 - 297.

²⁸Adapted from Maurice E. St. Marys, "The Team Approach in Supervision", in Educational Administration and Supervision (Vol. XLV, No 5, September, 1959, Warwick & York, Inc., Baltimore), pp. 300 - 304.

of the present study. It is economical in that it makes use of co-operative approach to supervision. It is practicable and at the same time educationally sound.

The Long Island School District has three main schools with one small three room school. They serve a population of 2700 pupils. The total number of teaching staff is 110. The administrative team consists of "a supervising principal, three building principals, an assistant principal and an elementary consultant."²⁹

The building principals supervise instruction in their own schools as well as other schools in the district. The supervising team observes each teacher five times a year and offers valuable suggestions.

According to Maurice E. St. Mary:

The system has proven to be extremely effective because resources can be pooled to help teachers better their instruction, the good ideas one teacher is using can be exchanged and these "good" things can be shared with other teachers in the district.

It is of great importance for the evaluation of teachers when tenure is under consideration. It leaves a principal with a fine feeling to know that it is not only his judgment which decides for or against a teacher when the issue arises. If the majority of the team feels one way or another about such a matter, one can be quite sure that a fair and just decision will be reached. Thus are teachers provided with an "insurance policy" against unfair judgment.³⁰

²⁹Ibid., p. 300.

³⁰Ibid., p. 301.

The team approach begins with the hiring of teachers. The teachers are engaged for the district and not for a particular school. They are fairly distributed among the schools so that every school has a balanced staff consisting of a few new teachers and a fair number of experienced teachers.

After appointment, the new teachers are oriented in lesson-planning, class-room control, keeping of registers, marking and reporting by a series of meetings especially designed to help them.

Early observations of the beginners are planned to help them in case they need it. They are given assurance that if they sought help, it would not be marked against them. The teachers are also assisted by a helping teacher who is a member of the school staff.

The members of the team help the teachers in curriculum development. A member of the team attends the meetings of the curriculum committee and answers any questions they would like to ask. He maintains a liaison between the committee and other members of the staff.

There are approximately six meetings of teachers of each grade level every year. The teachers share ideas and pool thinking in solving problems of a particular grade level. A member of the team acts as a consultant for such meetings and maintains a liaison between teachers of different grade levels.

The meetings of the team take place once a week

There are open discussions of any proposed ideas and frequently there are arguments but no one leaves the meeting with any animosity towards another member. Ideas may originate with any member of the group, or from any member of the staff. Such ideas are then brought forth at meetings which take place once a week, examined from all angles and then, either thrown out, or adopted as district policy. Actually, no one person can take credit for any progress made, because the basic idea may be completely changed from its original form by the time the team has decided to adopt it as policy.³¹

The system of supervision discussed above is particularly suited for Pakistan in view of the existing conditions. The number of inspectors is inadequate and it might continue to be so for some time to come partly because of the lack of training facilities and partly, perhaps, due to financial implications. The system of Valley-Stream is economical and practicable and can be advantageously adapted in Pakistan.

C. The Proposed Experimental Scheme of Supervision For Pakistan

It has previously been stated that the Divisional Inspector has been provided with Deputy Inspectors in divisions where the number of schools happens to be large. A Deputy Inspector has no powers and whatever he does and the way he does it, depends on the sweet will of the Divisional Inspector. The Deputy Inspector has to accompany him whenever and wherever he goes. Of his own, he cannot go to

³¹Ibid., p. 303.

inspect a school. In case the Divisional Inspector is busy or lacking in enthusiasm, he paralyzes his deputies as well.

A better way of utilizing the potentialities of the Deputy Inspector would be to give him independent charge of a number of schools. There are for instance, three Deputy Inspectors on the staff of the Divisional Inspector of Schools, Rawalpindi. There are 133 Secondary Schools with a staff of 1722 teachers. Divided equally among three deputies, about 45 schools with a staff of 574 teachers would fall in the jurisdiction of one Deputy Inspector. The jurisdiction may be sub-divided into two parts. Two panels of headmasters, one for each of the two sub-divisions, may be selected to assist the Deputy Inspector in the supervision of schools. Each panel may consist of three eminent headmasters. Both the panels³² would, therefore, require six headmasters in all. It is not difficult to select six efficient headmasters out of a total of 45.

The headmasters would think it a great privilege to serve as consultants for various schools in the district. They may be given a nominal allowance of fifty rupees a month in addition to their travelling and daily allowances.

³²The writer has suggested two panels, one for each sub-division, so that the headmasters constituting a panel may assist the Inspector in visiting schools in their neighboring area and may not have to be away from their schools for a long time.

They would be willing to work with such a meager allowance because for positions like these, it is not so much the money that matters as the honor and recognition that goes with them. The headmasters serving on the panels would form an experienced source from which future inspectors can be appointed. This would be another incentive for the headmasters to work enthusiastically as consultants and advisers to school teachers.

The panel of the headmasters and the Deputy Inspector would form a balanced team for the supervision of schools in a sub-division. The inspector may not be well-versed in all the subjects. The headmasters with three different backgrounds would form a resourceful panel to work with the teachers in offering them advice on various aspects of their problems. They would be familiar with the day-to-day problems of the teachers and would be in a position to identify their difficulties and offer practical suggestions.

As some of the respondents have suggested, the inspectors depend too much on the confidential reports on teachers submitted to them by the headmasters. If a headmaster is biased against a teacher, the teacher might be penalized for an unfair adverse report. The observation of four people would insure the teacher against the confidential report being used as a weapon by the headmaster.

The team would spread new ideas in the schools. If a teacher is using an impressive method of teaching, the

members of the team would tell other teachers about it and in this way better methods would be disseminated to different schools.

The Deputy Inspector will have to travel relatively less when he is shifted to a separate headquarter in his jurisdiction. He now travels long distances from the divisional headquarters to different places. This would lessen his physical exertion and would also cause some saving in the travelling allowance.

The clerical duties of the Deputy Inspector should not be extensive. The power for transfer of teachers within the division should still be vested in the Divisional Inspector who should act as a coordinating agent between Deputy Inspectors. Minor powers, such as granting of casual leave to teachers, may be given to the Deputy Inspector. Confidential reports on teachers would be submitted to the Divisional Inspector after thorough observation and objective evaluation by members of the supervisory panel. Sharing of minor clerical duties and powers by the Deputy Inspector would simplify the work of the Divisional Inspector. The Deputy Inspector may be provided with a clerk or two to assist him in his office work.

To discuss in detail what the members of the supervisory team should do would be merely to repeat what has already been stated in the description of the Team Approach in Supervision. It would suffice to say that the work of

the panel proposed for Pakistan should be guided by the functions which the Long Island supervisory team performs.

The problem now arises as to how the schools would function when the headmasters go to visit other schools. If a headmaster has a full load of teaching, naturally an additional teacher will have to be engaged. Usually the headmaster has a light schedule and can be conveniently relieved of it without causing excessive burden on the other teachers. A successful headmaster never makes the school a one-man organization. He assigns different duties and responsibilities to different members of the staff. The short absence of such a headmaster from his school would not disrupt the program of the school. The second-master shall have to shoulder the responsibility of administration in his absence. This would provide him training as a prospective headmaster. The time spent by the headmaster in visiting other schools would be compensated for by new ideas that he brings into his school from other institutions.

The writer is aware of the difficulties involved in the plan but still the plan is worth a trial. To begin with, it may be experimented upon in Lahore or Rawalpindi Division because the difficulties of transport in these divisions are relatively few and small. The scheme may initially be confined to Secondary Schools because it is easier to select suitable headmasters from Secondary Schools than from Primary Schools. The headmasters in the Primary Schools are

under-qualified and it might become difficult to form an effective panel.

The plan may materialise in a modified form. There may be modifications and alterations in the composition of the panel and finally some of the headmasters might have proved their utility as consultants to such an extent that they might have to be relieved of their duties as headmasters to constitute a permanent panel. Whatever form the plan comes to take would depend on the results of the experiment.

The members of the team will have to be oriented by a special course at the Education Extension Center before a beginning is made in team approach in supervision. They will also have to attend in-service programs to keep themselves abreast with the latest developments in education. The Director of Education, the staff of the Extension Center and experts in the field of education shall have to take a keen interest in the execution of the plan and evaluation of its results.

Whatever form the plan may come to take, one thing is certain - that the Deputy Inspector would be in a better position to render greater service to education if he is given independent charge of a number of schools. The quality of supervision would improve greatly, if he is assisted by a panel of headmasters who are outstanding as teachers.

Having proposed the experimental scheme of supervision, it would be relevant to point out the implications of the principles and practices of supervision in advanced countries for the improvement of the present system of inspection in Pakistan.

D. Implications of the Modern Principles and Practices for the Improvement of Inspection in Pakistan

1. The duties of the inspector in the countries mentioned in this chapter are more educational than administrative. The Department of Education in Pakistan should also take the role of the inspector more seriously in the capacity of an educationist working for the improvement of learning rather than an administrator engrossed in the minutiae of administrative routine. He should be relieved of some of his administrative duties so that he may devote more time to supervision and guidance of teachers.

2. The inspectors in other countries are recruited from the ranks of practising teachers. Only those who have high academic and professional qualifications are eligible for the job. The inspectors in Pakistan should also be persons of high academic and professional distinction. In order that they may identify the problems of the teachers better, they ought to have had the practical experience of teaching in schools. There should be adequate pre-service and in-service training facilities to keep the inspectors

abreast of the modern advancements in educational theory and practice.

3. The inspector should be creative and constructive in his outlook. His present attitude might be necessary to force a minimum of performance out of a few disinterested, inefficient or uninspired teachers. There are, however, many others whose ability and interest in their job are such that given positive supervision instead of negative inspection, they would become teachers who would help children and youth learn and grow intellectually, physically, socially and morally. The inspector should, therefore, relieve the teachers from the sterilizing effects of negative inspection. He should reclaim the uninspired and inefficient teachers through inspiration, stimulation and guidance. He should provide the teachers with opportunities to exchange their ideas and share their experiences by organizing conferences and workshops. He should involve them in planning the programs, implementing the policies and proposing new courses of action.

4. The inspector should emulate the examples of inspectors in other countries. He should work with a missionary zeal for the dissemination of new ideas in the schools in his area. He should involve the teachers in experimentation of new techniques and methods of teaching. He should guide them in introducing innovations in their classroom practices.

These are, in brief, some of the implications of modern principles and practices of supervision for the improvement of inspection in Pakistan. The next chapter would make detailed recommendations in the light of the principles discussed in this chapter.

CHAPTER VI

SUGGESTIONS FOR THE IMPROVEMENT OF THE PRESENT SYSTEM OF INSPECTION

The shortcomings of the present system of inspection have already been discussed in detail in chapter IV. The purpose of the present chapter is to make suggestions for the improvement of the system.

The suggestions will be made under the following sub-headings:

- A. Suggestions for the Appointment and Training of Inspectors.
- B. Suggestions for Meeting the Difficulties of Inspectors.
- C. Suggestions for the Improvement of Procedure and Methods of Inspection.
- D. Suggestions for the Improvement of In-service Programs for Teachers.
- E. Suggestions for Improving the Efficiency of Headmasters.
- F. How Should the Headmaster Work for the Improvement of Learning.
- G. Evaluation of Teachers.

A. Suggestions for the Appointment and Training of Inspectors

1. Appointment and Pre-service Training of Inspectors

It was explained in Chapter II that the inspector holds a key position in our educational system. In view of the importance of his job, it is essential that he should have adequate qualifications. In order that he may identify the problems of teachers, he should have had the practical experience of teaching in a school. He should have a competent knowledge of most of the subjects that come under his supervision.

The Secondary School Inspector should be a specialist, at least, in one or two subjects so that he may guide the teachers in the teaching of particular subjects more effectively. It is, therefore, suggested that the minimum qualifications for the post of a Secondary School Inspector should be M.A.B.Ed. with adequate experience of teaching in a Secondary or Higher Secondary School. Practical experience of teaching should be essential so that the Inspector may be acquainted with the problems of teachers as well as teaching. Since his role is that of a "teacher-leader", his breadth of vision, experience, scholarship and ability to lead should be taken into consideration before he is appointed to this important position. Other things being equal, preference should be given to those who have received professional training abroad.

The qualifications may be slightly relaxed in the case of headmasters who have proved successful on the supervisory panels proposed in the previous chapter. The post of a Secondary School Teacher should have, at least, the status of West Pakistan Education Service Class II so that it may attract better people.¹

The minimum qualifications for the post of a Primary School Inspector should be B.A.B.Ed. with adequate experience of teaching. As already stated in Chapter IV, the post of a Primary School Inspector is equivalent to that of a trained graduate working in a secondary school. As such it does not attract efficient teachers who can supplement their income by private tuitions. An additional allowance of at least rupees 100 per month may be sanctioned for the post to attract better teachers.

Only those who are outstanding as teachers should be eligible for the posts of inspectors of all grades. Every good teacher, however, may not be a good organizer and supervisor. The candidates should be tested in practical situations. They may, for instance, be asked to conduct refresher courses for teachers. Their organizational ability and qualities of leadership should be observed by a panel composed of the principals of teachers'

¹There are two cadres in education service viz. The Sub-ordinate Education Service and the West Pakistan Education Service. The latter is a superior service as regards its designation, status, pay and other privileges.

training institutions, the Director of Education Extension Center (or any other member of his staff), and the Regional Director of Education. Their previous records of service should also be taken into consideration. Those who are found to be promising should be given one year's training for their job.

As mentioned earlier in Chapter IV, the pre-service training facilities for the inspectors are inadequate. There is only one College for Primary Education Evaluators. It will not be out of place to point out that the word Evaluator is a new substitute for the word Inspector. The Commission on National Education had recommended that for the improvement of the inspector, "perhaps the first step would be to change his designation from inspector to something that more accurately describes the function he is expected to perform, and, we think that the possibility be given a serious consideration."² The word "Evaluator" has come in response to the recommendation of the commission but it still emphasizes the wrong concept.

Evaluation is just one aspect of supervision. The purpose of modern supervision is to supply professional leadership which will help the teachers to improve the instructional situation, and in doing that, to grow

²Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), p. 316.

professionally themselves. The word "Supervisor" is comprehensive and includes all the functions of supervision. The word "Evaluator" is on the other hand specific and emphasizes just one aspect. *viz.* evaluation. It should, therefore, be replaced by the word "Supervisor".

The facilities for the training of inspectors should be expanded. Institutions like the College for Primary Education Evaluators should also be established for Secondary School Supervisors.

The supervisors should be cognizant of modern principles and practices of supervision in advanced countries. They should have a broad educational vision. The writer would propose that the prospective supervisors be imparted training in the following areas, with emphasis on child psychology in the case of primary school inspectors and adolescent psychology and methods of teaching particular subjects in the case of secondary school inspectors.

Administration and Supervision

The supervisor should be acquainted with modern principles and practices of supervision in advanced countries of the world in order that he may appreciate what others are doing and apply what is applicable in his own culture. He should know different educational systems before he can evolve a system suited to the requirements of his own environment. Knowledge of Comparative Education and Modern Philosophies of Education is, therefore, essential for the would be "teacher-leaders".

Psychology

The purpose of supervision is the improvement of the teaching-learning process. The supervisor as a professional leader ought to know the psychological factors that influence learning. Knowledge of different branches of psychology such as Child Psychology, Adolescent Psychology and Educational Psychology, is indispensable for him.

Curriculum Planning

Changes in curriculum must go hand in hand with the improvement in classroom practices. The supervisor should show the teachers the essential features of a course. This would be the first step in curriculum improvement.

Although the curriculum is at present made by committees of experts on which the inspectors are not adequately represented,³ they will be called upon to play a leading role in curriculum planning as their role changes from administrators to educationists. A sound knowledge of the bases and principles of curriculum construction is, therefore, indispensable for the prospective supervisors.

Methods of Teaching Particular Subjects

The supervisors should have a competent knowledge of the methods of teaching of different subjects that come

³It is interesting to note that out of 47 members of the Curriculum Committee for Secondary Education, only one was a school inspector. For a complete list of the members, see, Government of Pakistan, Ministry of Education, Report of the Curriculum Committee for Secondary Education (Rawalpindi: 1960), pp. 640 - 644.

under their supervision. They should be trained to coordinate the teaching of various subjects.

Research Methodology

In order that the supervisor may encourage experimentation and foster creativity among the teachers, he should be familiar with the techniques of modern research.

Departmental Regulations

Since the supervisors have to work within a framework of rules, they must thoroughly get themselves acquainted with the regulations before they assume the charge of their duties.

In addition to providing training facilities within the country, arrangements should also be made for the training of some of the supervisors abroad, on scholarships offered by Aid, Fulbright, Ford Foundation and British Consul..

On completion of indigenous or foreign training, the supervisors should preferably be appointed in teams. In case it is not possible to replace all the inspectors in a division or district by new ones, at least two of them should be appointed in adjoining sub-divisions so that they may initiate new techniques by mutual understanding, cooperation and stimulation.

2. In-service Training of Inspectors

The weaknesses of the in-service training programs

for inspectors have already been discussed in Chapter IV. The following improvements are suggested here.

a) The existing facilities for in-service training of inspectors are quite in-adequate and should be expanded. Summer courses should also be introduced for the inservice training of inspectors.

b) The Regional Director of Education should participate in a course for inspectors. This would enhance the importance of the course. The inspectors would also feel responsible to the Director for the implementation of the principles learnt in the course as they go back to their duties.

c) Consistent use of Lecture Method limits participation. It should be replaced by Workshop⁴Method which has the following advantages:

1. It is concerned with the felt needs and problems of participants.
2. The participant develops individually, socially, and emotionally as well as professionally.
3. It provides an opportunity for participants to make a constructive contribution on the educational frontier.

⁴Educational workshops are a flexibly organized, informally conducted; short term-programs of study in which teachers and other educators work intensively upon a need or a problem that has arisen out of their daily occupations.

4. It provides a means of supplying more practical assistance to field workers.
5. It provides easy access to competent assistance.
6. It provides a democratic large group individual attack upon educational problems.
7. It furnishes a stimulus to continued professional growth in service.
8. The materials and ideas developed in workshops are useful in school situations.⁵

The Workshop conducted for inspectors with the Regional Director as a participant and the staff of the Education Extension Center as resource persons would be much more useful than the present programs. The decisions arrived at by mutual discussions and suggestions would be acceptable because everyone will have had the opportunity of sharing in making them. The genuine acceptance of and mutual commitment to whatever is decided and learnt would facilitate implementation.

d) In addition to in-service programs, the inspectors should also be provided with professional books and journals for their professional reading.

Since the efficiency of the inspectors is impaired by the difficulties they face, it would be proper to suggest

⁵Frank S. Allen quoted by Paul B. Jacobson, William C. Heavis and James D. Logsdon in The Effective School Principal (New York: Prentice-Hall, Inc., 1954), p. 111.

the ways of removing their difficulties before giving suggestions for the improvement of the procedure and methods employed by the inspectors.

B. Suggestions for Meeting the Difficulties of Inspectors

1. As mentioned in Chapter IV, the number of inspectors, is, at present, quite inadequate with the result that a school can hardly be visited once a year. The vast areas of jurisdiction and the large number of teachers under an inspector militate against his being more useful than he presently is .. It is evident that no substantial improvement in the present system of inspection can take place without improving the quality and increasing the number of inspectional staff.

The number of teachers which an inspector can adequately and conveniently supervise is considered to be fifty in the United States. It might be difficult to achieve this ratio between teachers and inspectors in Pakistan due to inadequate facilities for the training of inspectors and financial implications. This may, however, be kept as an ideal in view while deciding upon the number of inspectors to be provided for schools.

No statistics of inspectors are maintained at present. The result is that there are wide variations in the number of teachers under an inspector. The Assistant District Inspector of Schools, Lahore, has, for instance, 750 teachers in

his jurisdiction. The number of teachers under other Assistant District Inspectors ranges from 200 to 350. There are similar variations among other grades of inspectors. The West Pakistan Bureau of Education should collect the statistics about inspectors so that the system of inspection may be planned in such a way that there is fair and equitable distribution of work among inspectors.

The increase in the number of inspectors is vital to the improvement of the present system of inspection. It is essential to reduce the vast areas of jurisdiction so that the inspector may conveniently supervise the teachers and visit the schools more than once a year. The number of inspectors should, therefore, be increased.

2. The inspectors cannot devote adequate time to supervision due to heavy pressure of office work. They should therefore be relieved of some of their administrative duties so that they may devote more time to the guidance of teachers.

Experienced and sufficient clerical staff should be provided to the inspectors so that they do not have to waste their time in disposing of matters of ordinary routine.

3. All the inspectors have unanimously pointed out that their travelling and daily allowances are inadequate. It would be relevant to state the rates of allowances before going into a detailed discussion in this connection.

The following table gives the rates at which the allowances⁶ are admissible to officials in different scales of pay.

TABLE 3

Basic Pay in Rupees ⁷	Travelling Allowance Per Mile	Daily Allowance	Class of Compartment by which Travel is Admissible in Case of a Journey by Train
130-175	4 annas	4 rupees	Inter Class
176-350	6 annas	6 rupees	Second Class
351 and above	8 to 10 annas	7 1/2 to 10 rupees	First Class

Based on information supplied by respondents.

Travelling allowance at the mileage rate is admissible to an official on tour only if the place he is visiting is neither connected to his headquarters by a railway line nor by a bus route.⁸ In case of a journey by bus or train, the officials are entitled to travel at Government expense by inter, second or first class compartments according to their scale of pay as indicated in the table given above.

⁶Daily allowance is only admissible to an official on tour if the place he is visiting is not within a five mile radius of his headquarters.

⁷One U.S. Dollar is equal to 4.625 Pakistani Rupees. One anna is equal to .0625 rupees.

⁸The Divisional Inspector of Schools is entitled to travel by car to places which are connected to his headquarters by bus or train. He gets travelling allowance at the rate of eight annas a mile for such a journey. In case the place is not connected by bus or train, he receives ten annas a mile for a journey by car or other means of conveyance.

The allowances admissible to officials vary with pay. The higher the basic pay of the official, the higher is the rate of the travelling and daily allowances admissible to him. The official drawing a meager pay receives a meager allowance. He cannot afford to contribute any amount towards his travelling expenses. But he has to manage the amount spent in addition to the travelling expenses admissible to him, somehow or other. He must either travel long distances on bi-cycle and physically exhaust himself or starve himself to pay for his travelling expenses. Such a situation encourages the official to adopt unethical practices in the performance of his duties.

The Assistant District Inspector of Schools is the one who is ^{the}hardest hit by the meager travelling allowance because he happens to draw a lower scale of pay. The difficulties are still greater in the case of ladies. Whereas an inspector may sometimes travel on a bi-cycle, a lady has always to hire a carriage to visit schools in the countryside.

The travel on an un-metalled road generally costs ten to twelve annas a mile. It is, therefore, recommended that the travelling allowance be fixed at the minimum of ten annas a mile for the Assistant District Inspector. The ladies may be given an additional allowance.

As stated earlier, all the inspectors have pointed out that their allowances are inadequate. The writer would

agree with a respondent who says, "Travelling Allowance and Daily Allowance should be enhanced as times are hard." The Government is requested to consider an increase in the allowances admissible to the inspectors.

The writer would also recommend that Government should provide transport to the inspectional staff so that no time is lost and wasted. The Village-Aid Department which was dissolved six months ago, had jeeps for its officers. If it could be possible, the jeeps may be transferred to the Education Department and placed at the disposal of inspectors.

The Government should also make some capital investment in acquiring vehicles for the inspectional staff. This would not only reduce the huge amount of travelling allowance paid to the inspectors but would also enable them to visit schools more frequently.

4. As explained in Chapter IV, duality of control poses a great problem for the District Inspector of Schools. Although the District Inspector carries on the actual administration, the powers of appointment and transfers of teachers lie with the Chairman of the District Council. Since the Chairmen have little experience or background in education, they fail to appreciate the viewpoint of the District Inspector. They are often influenced by "personal and party considerations than by the merits on the case

being discussed."⁹ This often leads to "friction, delay and frustration in the conduct of school affairs."¹⁰

In view of the defects of the duality of control, it is recommended that the District Inspector be given independent powers of appointment and transfers of teachers so that he may run the administration in the district without coming into conflict with the Chairman. The role of the Chairman should be that of planning the development projects in consultation with the District Inspector. The financial arrangements may remain as they are. The responsibility for maintenance and repairs of school buildings should also remain with the District Council.

5. As stated in Chapter IV, the powers of the Divisional Inspector of Schools are, at present, inadequate. He has no say in the appointment of teachers and headmasters in the Government Secondary Schools in his division. The transfer of a teacher or a headmaster from his division to another often comes to the Divisional Inspector as a surprise. Since the Director of Education is very busy with the administrative matters concerning all the divisions in the Region, posts of teachers sometimes lie vacant long before they are filled. The work in the school, therefore, suffers.

⁹Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), p. 182.

¹⁰Government of Pakistan, National Planning Board, First Five Year Plan (Karachi: Manager of Publications, 1957), p. 552.

In view of these defects, it is suggested that the Divisional Inspector be given full powers of appointment and transfers of teachers in the division. Inter-division transfers of teachers and headmasters should only be permissible by mutual consent of the Divisional Inspectors concerned. This would make the teaching staff more stable and would ensure efficiency.

C. Suggestions for the Improvement of Procedure and Methods of Inspection

The reader is already familiar with the way in which school inspection is usually conducted in Pakistan. A few suggestions for the improvement of the procedure and methods of inspection would be presented in this section.

As pointed out in Chapter III, the school inspection is marked by a great deal of window-dressing and is always associated with awe and fear. As such it conceals more than it reveals of the difficulties of the teachers and the problems of the school. It is, therefore, suggested that the visits of the inspector should preferably be unheralded so that he may see the normal life of the school. This does not however mean that he should go on "surprise visits" to detect the teachers. If he does so, he will defeat the real purpose of supervision.

In order that inspection may serve the purpose of the improvement of the teaching-learning process, the

complexion of relationship between the inspector and the teacher must undergo a change. The fears of the teachers stem from the autocratic practices of the inspectors.

The inspector should, therefore, inspire confidence and security among the teachers. If he treats them with courtesy and his behavior is indicative of a genuine professional spirit, they would be encouraged to discuss their problems with him. Once they are convinced that the purpose of the inspector's visit is to help them in discovering, analyzing and overcoming their difficulties, they would cherish his visits instead of rejecting them.

1. Classroom Visitation

Classroom visitation is a valuable means of seeing teachers and pupils at work for determining and studying the instructional problems and analyzing the conditions involved in teaching and learning. The inspector should establish a rapport with the teacher before he goes to visit his class.

Upon entering the class, "he should quietly take a seat where he can observe what goes on, a seat preferably in the rear of the room."¹¹ He should stay in the class for the whole period and should become a part of the teaching situation rather than a critic.

¹¹Thomas H. Briggs, Improving Instruction (New York: The Macmillan Company, 1939), p. 324.

He should observe the lesson as well as all the other factors involved in the teaching-learning situation. As Bartky observes:

... Quite a few teachers are faced with problems of classroom control and antisocial behavior on the part of the children because of their neglect of the physical aspects of the classroom environment. A broken window in a school-room invites children to break another. Obscene writing on the wall always breeds more obscene writing. A child will mark up a book that is already marked but would not think of mutilating a clean book. A classroom that is in poor physical condition stimulates disorder and sloppy, careless learning. The task of the supervisor, during his visitation, is to make the teacher aware of the importance of a healthful classroom environment and to assist her to achieve one.¹²

Warren R. Good in "An Outline for Observations on Supervisory Visits", has stated the following items which should guide the observation of every supervisor during the classroom visitation.

Type of activity observed: discussion, free reading, tests, etc.

Freedom of discussion: scope of problems introduced, limitation of teacher-student response, encouragement and development of interstudent exchange, evidence of student interest and preparation, etc.

Teacher attitudes: self-effacement, stimulation of independent study, encouragement of initiative, impartiality, provision for wide participation, development of student self-appraisal, acceptance of mutuality of problem, etc.

Student attitudes: disposition to participate in group activity, interest in discussion, willingness in mutual assistance, initiative in independent study, absence of loitering and disorder, care of materials, etc.

¹²John A. Bartky, Supervision As Human Relations (Boston: D.C. Heath & Company, 1953), pp. 148 - 149.

Evidence of planning: definiteness of activities and procedures, accessibility of materials, transition and sequence in activities, relation to previous work, preparation for next assignment, etc.

Suitability of work: interest and achievement of students, appropriateness of difficulty, applicability to social development and needs, variety of activities, etc.

Physical conditions: seating, ventilation, lighting, cleanliness, orderly arrangement, etc.¹³

2. Conference with the Teacher After the Classroom

Visitation

The inspector should keep the post-observation conference with the teacher informal. If the conference is to be of value, the teacher should be led to do most of the talking. If the teacher can be induced to analyze strengths and weakness in procedures, he will be more receptive to change. The inspector should overlook minor errors in teaching. He should give favorable comments before pointing out the shortcomings of the teacher. His criticism should be of a professional rather than of a personal nature. His remarks should be more like a friend's advice than a superior's command. He should be sure that his criticism is readily seen to be constructive. He should point out the faults of the teacher but should at the same time tell him how they can be amended. The inspector should make a follow-up program to see the remedial teaching.

¹³Quoted by J.B. Edmonson, et al., in The Administration of the Modern Secondary School (4th ed., New York: The Macmillan Company, 1959), p. 367.

3. Meeting with Parents of Pupils

The work of the inspector should not be confined within the four walls of the school as it presently is. He should study the socio-economic problems of the environment which directly or indirectly reflect on the instructional life of the school. He should help the teachers relate their teaching to the needs of the community.

The inspector should meet the parents of the pupils and discuss with them the problems and difficulties of the school and suggest measures which he thinks ought to be taken. In this way he can be of great assistance to the school and to those interested in it.

4. Conference With the Staff

The inspector should hold a conference with the whole staff before his visit comes to a close. He may call the attention of the staff to what he thinks as urgent and important. Such a meeting should not degenerate into the discussion of routine details. The inspector should discuss problems which are important to the teachers. They should be encouraged to put their needs before him.

He should lead the discussions on important problems and provide the teachers with opportunities to ask questions. The headmaster, the teachers and the inspector should jointly find out the ways and means of making improvements in all phases of school life.

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He should lead the discussions on important problems and provide the teachers with opportunities to ask questions. The headmaster, the teachers and the inspector should jointly find out the ways and means of making improvements in all phases of school life.

5. Measures for Increasing the Efficiency of Teachers

The inspector should extend his leadership for the improvement of learning in the following ways.

a) He should diagnose the difficulties of the teachers and help them in the solution of their problems.

b) He should, at times, give demonstration lessons for the guidance of teachers. He should also arrange the exhibition of educational films when he goes to visit a school.

c) He should familiarize the teachers with professional books and current periodicals.

d) He should help them to introduce innovations in their instructional programs. Those who undertake creative work should be encouraged, if not by advanced increments, at least by commendation certificates.

e) He should help the teachers recognize the place and importance of audio-visual aids in education.

f) He should guide them to improvise inexpensive instructional aids from local materials.

g) He should arrange for a newly appointed teacher, a training course for a few days in a class that he knows is well taught in the same way as it is done by the inspector in France. This would initiate the teacher into better methods of teaching than he would otherwise use as an un-trained or inexperienced teacher.

h) He should encourage inter-visitation of classes among teachers.

D. Suggestions For the Improvement of In-Service Programs For Teachers

The in-service programs have a great value for the professional growth of teachers. Commenting on their importance for Pakistan, The Commission On National Education state:

Apart from the fact that large numbers of our teachers at all levels are untrained, and continued and vigorous efforts are thus needed to equip them professionally for their work, it must be recognized that no teacher once trained can throughout his career be regarded as fully competent without periodic refresher courses. This has been accepted in all advanced countries where provisions are made for the teacher to refresh his knowledge and ideas at given intervals. It is time for us also to stop treating refresher courses as a luxury and to accept them as a necessity if educational standards are to be raised and maintained...¹⁴

In view of their importance and in consideration of their shortcomings mentioned in Chapter IV, the following improvements are suggested for the in-service programs.

1. The number of courses conducted at present is inadequate and needs to be increased. The programs should be improved in both content and coverage.

2. The inspector should take personal interest in the in-service programs. His participation in the courses

¹⁴Government of Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), p. 264.

would enhance their importance.

3. Only those persons should be selected to act as instructors for the courses, who are outstanding as teachers.

4. The teachers should be provided with leave and expenses involved in attending the courses. Travelling and daily allowances are at present admissible to teachers in Government Schools for participating in the programs. Non-Government Schools, however, do not provide such facilities to their staff. Their managing committees should be asked to set apart a specific amount for the in-service training of their staff. They would be more inclined to make the provision if the in-service training of teachers is considered as one of the criteria while assessing staff grants.

5. Summer courses of at least one month duration should be organized by Education Extension Center and teachers' training institutions for the in-service training of teachers.

6. The inspector should tap all the resources for making the programs a success. He should seek the help of foreign missions such as the U.S. Education Foundation and British Consul for the supply of educational literature, films and experts.

7. The programs should preferably be conducted by the Workshop Method due to its advantages discussed in a previous section of this chapter.

Content of In-Service Programs

The in-service programs for primary school teachers should include the following:

- (1) Instruction in subject-matter, especially for those who are deficient in it.
- (2) Instruction in special subjects such as drawing, educational handwork and physical education.
- (3) Educational psychology.
- (4) Methods of teaching.
- (5) Demonstration teaching to illustrate methods of teaching concretely.
- (6) Construction of problems related to the experiences of the pupils.

The teachers should be given specimens of how life-like problems can be constructed to teach different subjects such as Arithmetic, Science, Geography, Reading and Writing. They should also be trained to relate and articulate different subjects so that they do not teach them as isolated bits. They may be asked to meet in groups to construct problems in the light of the specimens given by the instructors.

A similar program may be pursued for secondary school teachers with emphasis on adolescent psychology and methods of teaching particular subjects.

Resource persons may, at times, be invited to give the teachers talks on modern developments in educational

theory and practice.

E. Suggestions For Increasing the Efficiency of Headmasters

1. The rules for the recruitment of headmasters should be revised. Seniority in service should not be the only basis for selection because a senior person may not always be the right person for a responsible job. High scholarship, administrative experience, organizing capacity and high repute as a teacher should be the criteria for the selection of headmasters.

2. Arrangements should be made for an adequate pre-service and in-service training of prospective headmasters on a pattern similar to the one proposed for the inspectors.

3. Headmasters should always be given a light schedule so that they may devote more time to supervision.

4. Headmasters' conference at the district and divisional levels should become a regular feature of our educational system. It is here that they can discuss their problems and share their experiences. The inspector should refresh them in subject matter and methodology with the help of resource persons. They should also be given an idea of schools in foreign countries by means of films so that they may improve techniques and methods in their own schools.

F. How Should The Headmasters Work For the Improvement of Learning

1. Classroom Visitation

Classroom visitation constitutes an important part of the program of supervision for the improvement of instruction. The headmaster should devote at least five hours a week to visit classes. His classroom visitation should be guided by the procedure and methods proposed for the inspector in this connection.

2. Conferences With Teachers

The importance of the conference that follows a classroom visitation and the way it should be conducted have already been discussed in the section on inspectors. In addition to holding conferences with individual teachers, the headmaster should also hold staff meetings. Such meetings are, at present, held mainly to deal with matters of administrative routine. The teachers are indifferent towards them because the problems which they recognize as important are not discussed in them. The headmaster should hold staff conferences for administrative purposes as infrequently as possible. Such meetings should be used to discuss problems which bear specifically on instruction.

The meetings should be well-planned. Everyone must be aware of the purpose of a meeting.

The preparation of an agenda for the meeting in duplicated form for distribution in advance has a salutary effect. Such an agenda should state the topic for consideration, include a number of provocative questions, and list the pertinent professional references which are available in the library or the office. Not all teachers will respond with adequate and careful preparation, but some are sure to do so and the practice of preparation for the meeting will grow.¹⁵

3. Demonstration Teaching

The headmaster should plan for superior demonstration of teaching for the guidance of teachers. It should not be only his obligation to give demonstration lessons. He should also seek the cooperation of other efficient teachers in the school to do the demonstration teaching.

4. "Helping - Teacher"

An experienced teacher on the staff of the school may be asked to act as a "helping-teacher" for the newly appointed, inexperienced or untrained teachers. He may be relieved of a few periods for this purpose. In case of a very big school, the trained heads of different sections may be asked "to carry the larger responsibility of supervising teaching in their sections."¹⁶

5. Inter-Visitation

Teachers can profit from attending the classes of their experienced colleagues and should be encouraged to do so.

¹⁵Paul B. Jacobson, op.cit., pp. 117 - 118.

¹⁶Class Notes Education 213, American University of Beirut.

In case the headmaster can conveniently spare a teacher for a day or so to see teaching in other schools, which can serve as good models, the teacher will benefit from such visits. Intervisitation can also be arranged on Sundays and Fridays. The schools run by Muslim religious organizations are closed on Fridays while other institutions are closed on Sundays. Intervisitations can, therefore, be conveniently arranged on these days. Such visits should be jointly planned by the inspector, the headmaster and the teachers.

6. Professional Reading and Study

Professional books and magazines should be made available in the school library. The headmaster should foster a desire for professional reading on the part of the teachers.

G. Evaluation of the Work of Teachers

The inspector as well as the headmaster should use sound criteria for the evaluation of the work of teachers. The evaluation should not be the result of a single inspection as it presently is. It should be the outcome of a series of observations. The conditions under which a teacher is working, the efforts he has made, the improvement he has shown, the results he has achieved and the interest he has taken in his academic and professional development should be taken into consideration while

evaluating his work. The grade a particular teacher gets should be the result of consensus between the inspector and the headmaster. The inspectors and the headmasters should also analyze and critically evaluate their own procedures of supervision and personnel policies and make modifications in them as found necessary.

A P P E N D I C E S

APPENDIX A

Regions, Districts and Divisions

Divisions

Districts

Peshawar Region

1. Peshawar

1. Peshawar (including the tribal areas of Hassan Khel, Panjpao and Doaba)
2. Hazara (including Amb State and Alai, Nindehar Tikri, Sindkiri, Kala Dhuka and Kohistan area)
3. Mardan plus tribal area
4. Campbellpur
5. Malakand Agency
6. Mohmand Agency (including the former States of Dir, Swat and Chitral)
7. Khyber Agency

2. Dera Ismail Khan

1. Dera Ismail Khan
2. Bannu
3. Kohat (including tribal area, i.e., Kohat Pass and part of Tirah)
4. Mianwali
5. Agency of North Waziristan, Agency of South Waziristan and Agency of Kurram - Parachinar, the capital of Kurrampara

3. Rawalpindi

1. Rawalpindi
2. Jhelum
3. Gujrat
4. Shahpur

<u>Divisions</u>	<u>Districts</u>
<u>Lahore Region</u>	
4. Lahore	1. Lahore 2. Sheikhpura 3. Gujranwala 4. Sialkot
5. Multan	1. Multan 2. Jhang 3. Lyallpur 4. Montgomery
6. Bahawalpur	1. Bahawalpur 2. Bahawalnagar 3. Rahimyarkhan 4. Dera Ghazi Khan 5. Muzaffargarh
<u>Hyderabad Region</u>	
7. Khairpur	1. Khairpur 2. Jacobabad 3. Sukkur 4. Larkana 5. Nawabshah
8. Hyderabad	1. Hyderabad 2. Thatta 3. Dadu 4. Tharparkar 5. Sanghar
<u>Quetta-Kalat Region</u>	
9. Quetta	1. Quetta 2. Zhob Agency 3. Loralai Agency 4. Sibi Agency

Divisions

Districts

10. Kalat

1. Kalat
2. Mekran
3. Lasbela (including Dureji subtehsil)
4. Kharan
5. Chagai Agency
6. Kachi Sub-Division

APPENDIX B

Covering Letter and Questionnaires

Covering Letter

AMERICAN UNIVERSITY OF BEIRUT

LEBANON

October 4, 1961

POST BOX 1176

Dear Sir/Madam,

The purpose of the enclosed questionnaire is to assist in a research project which aims to study the system of school inspection in West Pakistan with a view to discovering some of the problems involved and recommending improvements in the system.

I would, therefore, appreciate it if you would be kind enough to fill out the questionnaire and return it to me at your earliest possible convenience. I am a Pakistani graduate student, working for the degree of Master of Arts at the American University of Beirut.

You are kindly requested to give a frank expression to your views in answering the questions. The questionnaire need not be signed.

Soliciting your co-operation,

I am,

Yours faithfully

Mahboob Shah Hashmi

P.S. The questionnaire may be mailed to me direct or to

Prof. F.M. Khan
Education Extension Center,
3 H, Gulberg
Lahore - West Pakistan

He will arrange to despatch them to me.

Thank you.

Questionnaire to be filled out by Teachers

Note: If you need extra space, please attach extra sheets or continue at the back of the questionnaire sheets.

- I. How many times is your school inspected in a year ?
- II. What is the usual procedure of inspection ?
- III. How long does the inspector's visit take:
- IV. Do you discuss your problems with him ?
Is he accessible to every teacher ?
- V. Have you ever attended a refresher course ? If so, do you think it has been useful to you ?
Do the inspectors also act as instructors for such courses?
- VI. What aspects of the present system of inspection do you object to the most and why ?
- VII. What suggestions and recommendations would you make for the improvement of the present system of inspection ?

Questionnaire to be filled out by Headmasters

- I. What is the total number of teachers in your school ?
- II. What is the total number of students ?
- III. What is your teaching load per week ?
- IV. How much time do you devote to office work ?
- V. How much time do you give to school supervision ?
- VI. What is the general procedure of your supervision ?

- VII. Does your school provide facilities for sports, athletics and other activities ? Who conducts and supervises them ?

- VIII. What factors hinder or what powers (financial and administrative) you lack for bringing about needed improvements in your school ?

- IX. What suggestions and recommendations would you make for the improvement of the present system of supervision by the inspectors and headmasters ?

Questionnaire to be filled out by Inspectors

Note:

If you need extra space, please attach extra sheets or continue at the back of the questionnaire sheets.

- I. Please check your designation from the following:
 - 1) Divisional Inspector of schools
 - 2) Deputy Inspector
 - 3) Assistant Inspector
 - 4) District Inspector
 - 5) Assistant District Inspector

- II. How many schools are you required to inspect ? _____

- III. What is the total strength of teachers in these schools?

- IV. How many times do you inspect each school in a year ? _____

- V. How much time do you usually spend in each school ? _____ hours

- VI. How much time do you devote to your office work ?

- VII. What specific aspects of school life do you inspect ?

- VIII. Do you organize refresher courses for teachers ? If so, what is their duration ? On what basis are the teachers selected for attending the courses ? Who provides the instructors ? What is emphasized in these courses ?

- IX. What is the rate of your travelling allowance ?
(Is it adequate ?)
- X. What difficulties do you face in the performance of your duties ?
- XI. Were you given any specific training for your job ?
If so, of what duration ?
- XII. What factors hinder or what powers (financial and administrative) you lack to carry out the improvements which you deem necessary ?
- XIII. What suggestions and recommendations would you make for the improvement of the present system of inspection ?

Returns of Questionnaires

Officials to whom the questionnaires were sent	Number of questionnaires sent	Number of questionnaires received back	Percentage of the questionnaires received back
Inspectors	48	25	52
Headmasters	38	19	50
Teachers	54	30	56

APPENDIX C

Description of a School Inspection by District
Inspectress of Schools, Bahawalnagar,
and Views of Teachers Regarding
the Attitude of Inspectors

1. Description of the Inspection

The dread of inspection awakens the teacher from his peaceful sleep and causes a stir and commotion in every quarter. The teachers and students all become alert and start making brisk preparations. Diaries are searched out and completed, exercises are dictated and written on the black board and the children copy them and thus all sensational work is accomplished in a single setting. Mottoes, pictures, charts and syllabus are dug out from some store room to adorn the walls. A week or ten days are wasted in these formalities and ostentations. The inspection lasts for a few hours and in most cases, the strategy of the teacher succeeds and the occasion passes off to the satisfaction of the teacher. After the inspection, the teachers heave a sigh of relief and think that a huge burden has been lifted from their shoulders and no more work is left for them except to relax themselves. The composition books are shelved, the diaries reserved for the next visit and the pictures and charts returned to the owners or placed in some safe cover.

Even the cleanliness and pruning of garden is left for the next visit. This sort of "make-up" for the inspection is obviously of no substantial use and is sheer waste of time.

2. Views of Teachers regarding the Attitude of Inspectors

They enter the school like a monster of fear and not like a helper or guide

... A ghost of awe and terror reigns over the school premises during the inspection. It is quite contrary to the psychological needs of the teachers. After the inspection is over the teacher have a sense of deliverance.

They enter the school to horrify teachers.

The inspectors come to pose as officers. They do not realize the difficulties of the teacher. They always find faults with teachers and insult them even before their pupils.

... Sometimes insult them before their pupils.

The inspector does not provide any guidance. Mere fault finding is not enough.

Their attitude of bullying teachers and being critical is condemnable.

The inspection staff consider themselves much superior to the teachers. More often than not, their attitude is critical and not appreciative. It is tantamount to discouraging a capable, efficient and hardworking teacher.

3. Type of Questions put by Inspectors

Inspectors generally are alien in the field of actual teaching. Tests conducted by them are often haphazard.

Questions are often asked which are beyond the expectation of teachers and the limitations of the students' knowledge.

The students become nervous and some questions put by the inspector are not comprehensible.

4. Brief Stay in the School

The time at the disposal of the inspector is very short. Each class gets a few minutes only. The inspector cannot gauge the work in 15 or 20 minutes.

During their brief stay, they are not able to distinguish between an efficient and a lethargic teacher.

5. Evaluation, a Matter of Inspector's Whim

If the students satisfy the whims of the inspector, everything is O.K. Else the teacher and the taught are labelled as wretched drudges.

The remarks of the inspector should be the result of his observation and not the sentence passed on the headmaster or his teachers' failure in satisfying the needs and whims of his Assistant Inspector or orderlies.

APPENDIX D

An Account of the Difficulties of Transport
Given by District Inspector of
Schools Kalat - Kharan

The area of Kalat and Kharan District is 49000 square miles. Since all the schools are situated in the interior where there are no regular traffic roads, without Government transport, much of our time is wasted in finding out camel or horse. Moreover, we have to carry our bedding with us which cannot be carried on horseback. The Government has sanctioned no assistants, although it is most essential and it is because of this that most of the schools are left un-inspected. When we go out of headquarters, we are cut off from everybody as mail cannot be despatched for want of satisfactory postal system. There are some places where the pay of the teacher reaches after a month or so. It is because of this that we receive acquittance roll or any other information after two or three weeks.

The officers of the departments such as agriculture, disbanded village - Aid, irrigation, buildings and roads, Animal Husbandary, travel by Government transport. It is the Education Department, the most honourable Department, whose officers travel on camel or donkey's back. The present system is of no use to us. I have to cover 49000 square miles without Government transport. This is physically impossible.

APPENDIX E

Form of Confidential Report

GOVERNMENT OF WEST PAKISTAN.

SECRET

_____ DEPARTMENT.

CONFIDENTIAL REPORT
For the year ending 31st December _____

Note: This form should be filled according to the instructions contained in the Service & General Administration Dept. letter No. SR-11-2-56/489, dated 20.3.1956.

2. This report is to be written up by the Reporting Officer for each calendar year and is to be initiated in the first week of January unless it is written at any other time on the transfer of the Reporting Officer.

1. Name of Officer.

2. Name of Service.

3. Qualifications.

4. Total service on 31st Dec. 196 _____ Y _____ M

5. Scale of pay and present pay.

6. Posts held during the year, with periods.

7. Period of report.

A- Particulars remarks on

1) Judgement and Sense of proportion.

2) Initiative and drive.

3) Technical knowledge and application.

4) Supervision and control over subordinates.

5) Integrity.

6) Co-operation with other Departments.

7) Relations with the public.

8) Suitability for promotion.

9) Knowledge of languages.

B- General remarks- (The report, which should be in the narrative form, should comment generally on the way in which the Officer has carried out his various duties during the year and should give an estimate of his personality and health, character and ability, making particular mention of his relations with fellow officers and subordinates, where necessary).

Note: In case of Officers exercising magisterial powers, the report should be written with special reference to knowledge of law and procedure, promptness in disposal of cases and the quality and clarity of judgements.

NAME (IN BLOCK LETTERS) AND
DESIGNATION OF THE REPORTING OFFICER

DATE

C- General remarks by other officers.

NAME (IN BLOCK LETTERS) AND
DESIGNATION OF THE REPORTING OFFICER

NISAR.
30.6.61.

APPENDIX F

Log-Book

FORM A

Statistics of the _____ Primary School at _____ Inspected on _____

Particulars	Numbers					Increase or decrease since last visit of	Upper Primary Examination (for girls only).	Number Passes								
	I Class	II Class	III Class	IV Class	Total			Number of candidates	Hindus (higher castes)	Hindus (Weaver class & the special classes)	Sikhs	Muslims	Buddhists	Parsis	Others	Total
Roll ..																
Present ..																
Average attendance for the school year.																
Hindus (high castes)																
Hindus (weaver class and the special classes).																
Sikhs																
Muslims																
Buddhists																
Parsis																
Others																
Agriculturists																
Number of boarders																
Income from fees for the twelve months preceding the inspection																

Teachers

Name	Pay	Classification	Class and Subjects taught

Log-Book

FORM B

Statistics of the _____ Secondary School at _____ Inspected on _____

Particulars	Primary Department					Secondary Department					Number Passed													
	Class I	Class II	Class III	Class IV	Total	Increase or Decrease	Class V	Class VI	Class VII	Class VIII		Special Class	Class IX	Class X	Total	Increase or Decrease	Number of candidates	Hindus (higher castes)	Hindus (weaver class and the special classes)	Sikhs	Muslims	Buddhists	Parsis	Others
Roll ..																								
Present ..																								
Average attendance for the school year.																								
Hindus (high castes) on rolls																								
Hindus (weaver class and the special classes) on rolls																								
Sikhs on rolls																								
Muslims on rolls																								
Buddhists on rolls																								
Parsis on rolls																								
Others on rolls																								
Agriculturists																								
Number of boarders																								
Income from fees for the twelve months preceding the inspection.																								

APPENDIX G

Alternate Form of Log-Book Devised by District Inspector of Schools, Jhang

STATISTICS AND OTHER PARTICULARS PRIMARY SCHOOL TEHSIL UNION COUNCIL DISTRICT JHANG
MIDDLE
 AT THE TIME OF INSPECTION ON DATE _____ TIME - FROM _____ TO _____ (GRADE OF SCHOOL _____)
 DISTRICT INSPECTOR OF SCHOOLS, ASSISTANT DISTRICT INSPECTOR, ASSISTANT DISTRICT INSPECTOR
 FOR PHYSICAL EDUCATION

Previous Dates of Inspection	Classes	PRIMARY SECTION					Total	MIDDLE SECTION				Grand Total
		I	II	III	IV	V		VI	VII	VIII		

Number of Students on 31st March 196

Number of Students on 1st April 196

Attendance on the day of Total Number inspection

Average Attendance Number of School Meetings for the last month

Number of students on 30th June, 196

Average attendance during the last inspection.

Average attendance during
the last year

(At the time of present inspection)

Admission from 1st April, 196

Withdrawal from 1st April, 196

Result of the annual examination

PARTICULARS REGARDING COMPULSORY EDUCATION

Total Male Population No of School age Children No of those attending School Percentage
of children at-
tending school

PARTICULARS AT THE TIME OF INSPECTION ON DATE _____ TIME - FROM _____ TO _____

GRADE OF INSPECTOR: DISTRICT INSPECTOR, ASSISTANT DISTRICT INSPECTOR, ASSISTANT DISTRICT
INSPECTOR FOR PHYSICAL EDUCATION

DATES OF PREVIOUS INSPECTION

	PRIMARY SECTION	Total	MIDDLE SECTION	Total	Grand
I	II	III	IV	V	VI
VII	VIII				Total

Attendance
Total Number at the time of inspection

Admission after first inspection

Withdrawal after first inspection

BRIEF ACCOUNT OF DISTRICT - COUNCIL PRIMARY SCHOOL _____
MIDDLE
SUB-DIVISION _____ TEHSIL _____ UNION COUNCIL _____ DISTRICT, JHANG

	At the time of First inspection on _____	At the time of Second Inspec- tion on _____	At the time of Third inspec- tion on _____
(1) Statistics			
(2) Results			
(3) Building of the school			
a. Description of the building.			
b. Courtyard			
c. Orchard and plot			
d. Agricultural plot			
e. Boarding House			
f. Tap			
g. Stores			
h. Requirements			
i. Miscellaneous			
(4) Playing Grounds			
(5) Staff			
a. Existing staff			
b. Further Requirements			
(6) Fund			
a. Union Fund			
b. Red Cross Fund			
(7) Registers			
(8) Library			
(9) Physical Education			
a. P.T. Group			
b. Games			
c. Scouting			
d. Camping			

	At the time of First Inspection on _____	At the time of Second Inspec- tion on _____	At the time of Third Inspec- tion on _____
(10) Literary Society			
a. Parents Day			
b. Miscel			
(11) Academic Conditions			
Class I			
" II			
" III			
" IV			
" V			
" VI			
" VII			
" VIII			

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