

CHAPTER-10

Educational Supervision

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ABSTRACT

Supervision is an essential and an important aspect of administration in every field. It is one of the function of administration. When the administration has prepared a plan, it has got to be implemented. When the plan is in operation a number of people are engaged in its execution at different stages playing different roles. At this stage, the administrator is required to see that the work is being done by everyone as desired and planned. For the purpose, the administration does everything to advise, motivate and help the personnel engaged in the execution of the plan. The whole situation calls for directing, coordinating, telling and controlling with facilities and help; they need to be told what and how they are required to do. The purpose of all these activities is to see that efforts if the workers are not allowed to go waste and the objectives of the plan are achieved. This whole function of the administration or the management is known as the supervision.

MEANING OF SUPERVISION

Supervision has several meaning. People interpret its meaning according to their “past experienced, their needs and purposes” Supervision, is a “positive force for programme improvement, for a teacher it is either a threat to his individuality

or an assistance and support to his profession.” Teacher’s feelings about supervision differ because of various ways in which supervisor have interpreted their role.

Commonly the term supervision means “to superintend, or to guide and to stimulate the activities of others with a view to their improvement.” In education, supervision carries the same general concept, but is usually applied to the activities of teaching-the supervision of instruction.

DEFINITION OF SUPERVISION

Supervision of instruction may be defined as, “the effort to stimulate, coordinate and the continued growth of the teachers in the school, both individually and collectively.” “Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect the child’s growth and development.

- **Barton and Burckner.**

Supervision is a planned programme for improvement of instruction.” Wiles defines modern Supervision as “assistance in the development of a better teaching-learning situation.”

- **Dicky.**

Supervision is directly concerned with study and improving the condition which surround the learning and growth of pupils and teacher.”

- **Moorar**

The function of educational supervision is the improvement of instruction.”

- **Asams and Dicky.**

“Supervision is the foundation on which all programmes for improvement of teaching must be built”

- **Barr and Burton.**

Thus the team supervision has been defined by different educationists in different ways. But all agree that the improvement

of instruction is a cooperative process in which all the teachers participate and the supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

NATURE OF SUPERVISION

In order to carry on instruction, we take the help of administration and supervision. From the standpoint of their contribution to education of students, administration is subordinate to supervision. The purpose of supervision is to bring about a continuing improvement in the instructional programme. Administration executes and directs, but supervision advises, stimulates, explain, leads, guides and assists.

AIMS AND OBJECTIVES OF SUPERVISION

In the educational literature, we come across words like 'aims', 'purpose', 'goals' and 'objectives'. The terms are used interchangeably and loosely. It should be observed that the dictionary equates 'objectives' are not the same and should not be used interchangeably. For purposes of instructional design it is best to avoid using the words 'goals' and 'purpose'. These terms should be relegated to philosophical discussions of education on the broad scale. When somebody speaks of 'goal'; he means the broad aims or purposes of education. Educational goals are concerned with whole process of education and schooling. But objectives are concerned with specific content. School supervision is a specific content of the whole process of education. Therefore, the instructional planners and specialist have recommended the following objectives of supervision.

- 1. Teaching Teacher to Plan Instruction-**Instructional planning is considered as the first step in the improvement of instruction. Therefore, it is recommended that the supervisor should help the teachers to develop and improve skills in instructional designs and to use a model of instruction as guide to instructional planning. Most instructional planners

recommend two types of instructional plans; The lesson plan, which shows the planning for one day and the modular plan, which shows the planning for longer periods of time and from which the lesson plans are derived. Planning requires a good deal of both thought and time but it is an essential process whose ultimate aim is the enhancement of student learning.

2. **Teaching Teacher to Present their Instructions-**Lesson presentation involves a complex variety of component skills. The supervisor should help the teachers to translate their module and lesson plans into action and to select and use appropriate teaching strategy. In order to understand the use of strategy in the classroom, we do need to understand the meaning of strategy pedagogy has borrowed the word strategy from the armed services. The military men plan their tactics or strategy in the battlefield to win the battle. But we should not conceptualize the classroom as a battlefield with the teachers and student on opposing sides. It is rather a team effort with the teacher as a leader and both teacher and students work together for a common cause. From a pedagogical point of view, teaching strategy may be defined as a procedure or set of procedures for utilizing resources and for developing the central figures in the instructional procedure-the teacher and the learners. The supervisor should encourage teachers to increase student participant and incorporate a variety of stimuli and activities in both their planning and actual participant.

Lesson planning a private affair of the teachers. But the lesson presentation is a phase of instruction which the public know as teaching. This phase is most rewarding to the teacher. It is during this stage that ideals leap from mind to mind, skills are mastered by those who lacked them before instruction and knowledge is stored in the brain, primarily because of the right strategy followed by the teacher classroom. Therefore, an ideal supervisor should

help the teacher in the art of presenting instructions which he planned beforehand.

- 3. Teachers to use Modern Methods in Teaching-**Methods of teaching are an important art of presenting instruction in the classroom in an effective manner. Therefore, the supervisor should help the teachers in using modern methods of teaching in the classroom. The modern concept of instructional methods have departed from the traditional chalk and talk method. It is based on philosophical and psychological principles. Greater emphasis is laid on interests, capacities and abilities of the students for their adjustment to home, vocation, social group relationships and civic life. Instruction is imparted on the basis of individual differences. To master the modern techniques of teaching, a teacher has to develop certain teaching skills. It is supervisor's responsibility to help the teachers to keep abreast of new educational movements, to study and learn new methods of teaching and to apply these new techniques in the classroom situation.
- 4. Teachers use to Evaluate Instruction-**Evaluation is conceived as an integral part of the instructional system. For the reason, evaluation should always be present and continuing. In some manner, no matter how brief or informal, evaluation should take place everyday with every lesson. The teacher wants to know, not only how well students will perform at the end of a lesson or a course, but also how well they have mastered each day's work. The supervisory activities' can help teachers to master a variety of formal and informal evaluation techniques which they can call on as the need arises. It should develop a number of in-service activities to help teachers with the improvement of skills of evaluation, measurement, testing marking and reporting. Reporting system should be designed to let students, parents, and others to know how well the learner is performing in school. The reporting system can be improved through the

use of narrative reports, progress reports and evaluation conferences.

5. **Teachers to Manage Classroom-**A teacher not only teaches classes but manages them, or more properly, manage the learning environment in such a way that learning can go on. The skills which the teacher employs for this purpose are called classroom management.

“Both teachers and school administrators are in agreement that discipline is the most serious problem faced by teachers, particularly inexperienced teachers.” It is an aspect which causes many teachers great concern and one with which teachers frequently need help pre-service training programmes hardly solve this complex problem and therefore, in-service training is essential to help teachers in developing classroom management skill and understanding about discipline.

School themselves contribute to a student’s behavior problems. The first task of supervisor is to order the classes and school environment in such a way that disciplinary problems will be minimize. When behavior problems do arise remedial measures should be tried to correct these problems and to take some action to prevent, reducer or eliminate disciplinary problems. It is suggested that supervisory activities should aim at enabling teachers to develop preventive and corrective measures of discipline in the classroom situation.

6. **Teachers use the Curriculum Development-**The word curriculum has different meanings to different people. To some people the curriculum consists of all the experiences undergone by children wherever they may be: in school, at home, on the street. To others, the curriculum is a set of subjects which students ‘take’

The curriculum itself is a concept-as planned concept. Instruction is curriculum in action. Whether in the classroom

or in extra class activity, whether in the guidance office or the library, instruction is the means of putting the curriculum into action. Specialists in the field of curriculum talk and write about curriculum development, curriculum planning, curriculum improvement, curriculum construction, curriculum reform, curriculum change and curriculum evaluation. All these terms are, of course, interrelated but not necessarily synonymous. "Curriculum development is a task of supervision directed towards designing or redesigning the guidelines for specifications indicating what is to be taught, by whom when, where and in what sequence or pattern." A successful curriculum requires an independent working relationship among all school personnel and cooperative planning for that relationship. Hence the supervisor should play an instrumental role in promoting curriculum development. He should bring the non-professional school personnel, lay persons and students into the process of curriculum development.

7. **Helping Teachers to Evaluate Curriculum**-Evaluation is a fundamental part of the curriculum development process. It is through evaluation that teachers learn whether or not stated objectives have been reached. It is only through evaluation that intelligent curriculum decisions can be made.

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

8. **Helping Teachers to Evaluate Themselves**-Most teachers develop antagonistic attitudes and fears towards evaluation. Therefore, the objective of democratic supervision is to help teachers to evaluate themselves rather than evaluating their competence by the help of a supervisor. The role of the supervisor in this evaluation should not be a threat to the teachers. It should be a help and an assistance. He must

master a variety of techniques for getting teachers to look at their own behavior.

9. **Helping Teachers to work Together**-Unless one lives in deserted island, much of one's life from the cradle to the grave will be spent in groups of some kind or another. Most of the work is conducted through group interaction. No less true of the school; most of the work of the school is carried on through interaction of personnel of the school. In order to accomplish much of the school's work teachers must learn to work together in groups and one of the objectives of supervision is the enhancement of teacher's skills is working cooperatively.
10. **Teaching Teacher through in-service Programmes**-Every year on the campuses of hundreds of training colleges several thousand people receive the long-awaited B.Ed. degree which certifies that they have successfully completed their teacher training programme. With this degree they join the completed for teaching job. The talented, the lucky and some times the favoured get jobs in a tight market. Within a period of only ten months stay in the colleges of education, the student-teachers receive both knowledge in theory and practice of the training programme. Thus the preservice training programme usually culminates in a brief student-teaching experience. Hence there is the needs for a continuing in-service programme. The goal of in-service teacher education programme is the continuing professional development of the teachers which in turn will enhance the achievement of the learners. Among the types of organized in-service programmes are seminars, workshops and institutes, conferences, supervision of student-teachers and visiting days. Organization of these activities is one of the most important objectives of supervision.
11. **Teaching Teacher with Providing them Reasonable Workload**-Another important objectives of supervision is to look to the teaching load of the educational programme.

In secondary school teachers hold of the educational programme. In secondary school teachers hold a heavy load of both instructional and non-instructional activities. A teacher is also expected to teach three or four subjects. Subject combinations assigned to the teachers tend to have a greater load. This situation demands supervisory effort to help in adjustment of teaching load.

METHODS OF SUPERVISION

The instructional plans can be actualized and will result in certain learning outcomes for students by the valid supervisory methods. Without method, it is impossible to know to what extent one can attribute certain learning results. Without methods, the supervisor cannot make meaningful judgments about what procedure to continue or discontinue. To actualize the “engagement opportunities for students”, the supervisor should the following methods.

COLLABORATIVE SUPERVISION

Collaborative Supervision is a recent idea. It developed with a view for cooperative help, sharing of ideas, coordination etc., in the process of supervision. It recognized that the supervisors are specialized and competent workers. But they cannot be competent in all the areas. The titled supervisors may not be available in large numbers. Therefore, it is proposed that the competence of the titled supervisions and non- titled supervisions be utilized to collaborative with individuals needing psychological and technical support. Therefore the management should facilitate this method of supervision.

SCOPE OF SUPERVISION

The educational institution is assumed to be a sub-system of a group of interdependent parts which exist for the purpose of contributing to the overall goals of the organization. The organization of a particular school is the major factor in

determining the special characteristics of supervision. This organization involves both the human and material elements, for the improvement of the quality of learning for the students. This is done through the following functions which come under the scope of supervision.

- **Technological and Psychological Support System for Teachers-** Development of human resource in the teaching situation requires efficient supervision of instruction. To utilize the instructional supervision personnel effectively, there should be proper consideration of their, allocation, organizational structure, roles authority, needed specialization etc. They should be provided with improved materials of instruction, new instructional media etc., as a technology support system after proper supervision. Again the technological and psychological support can be provided to the teachers through cooperation with institutions of higher education. Studying, analyzing, interpreting and implementing community expectations of the individual programme and the extension of school developed educational opportunity. If the teaching staff fulfils its mission through psychological and technological support, it will proceed with a definite programme.
- **Supervision of Curriculum Design-** Supervision of curriculum design is essential for the improvement and development of curriculum. Most of our schools neglect this. In our school system the individual schools and the individual teachers should be courage be encouraged to move ahead on there own experimentation and the innovation in the programme of curriculum development. The school staff, by the help of the supervisory staff should lay a set of criteria by which they can judge whether curriculum material developed by an outside source will fit into the design of the curriculum in the school system in which they work. A blueprint of curriculum development should be drawn. To spend the money and effort wisely a proper

plan and strategy and supervision must be conceived. The entire supervisory staff should develop the plan with the advise and consultation of the teachers.

- **Continuing Professional Development of the Staff-** The changing nature of the is to be taught and how it is to be taught demands the development of new understandings and skills on the part of teachers. Therefore, professional development of the staff comes under the scope of supervision. It is through the programme of professional development that teaches can maintain a readiness to meet the challenge of new programmes and new responsibilities. Hence the supervisory staff should know the special competence and should guide them in their professional development.
- **Evaluation of Teaching Learning Process-** The focus of the evaluation should be on the outcome of instruction and learning rather than the instructional process itself. It is the responsibility of the supervisory system to mow the effectiveness of each professional person in the teaching learning situation. They must try to facilitate the process of self-evaluation of the teachers. The technological and psychological support system will help a lot in this connection. It should help the teachers with their development in the skills of teaching.
- **Selection, Allocation and Development of Materials and Equipment of Instruction-** The supervisory staff has the responsibility for locating and making available the materials and equipments of instruction that are appropriate, because teachers do not have time to get informed about them. The supervisory staff must survey what is available and recommend the desirable new materials in the teaching-learning situation. Not only instructional material, but the selection of correct textbooks is their responsibility. As a result, textbooks can be used effectively and intelligent. The supervisory staff should also see that the materials are

supplied quickly upon the request of the teachers. This will be possible by a well organized system of supervision.

- **Research Programme-** A neglected function of supervision in our system is the conducting of research into instructional procedure and curriculum design. In this age of science and technology, when many new ideas were coming, research at every stage of education is essential. Therefore, the research programme comes under the scope of supervision. A well developed supervisory staff can encourage effective research practices in the school system.
- **Dissemination of Knowledge-** Dissemination of knowledge is another important function of supervisory staff. To improve dissemination of ideas, teacher supervision, headmaster groups, workshops and curriculum planning activities etc., should be encouraged.
- **Supervision of Co-curricular Activities-** Modern schools should not only be a place of instruction, but also a place of joyous participation in a total and full life for the entire school community. Students should be humming with life throughout the day. Our playgrounds and libraries, laboratories and debating halls should throb with life. School should be a place of different co-curricular activities throughout the year. Therefore organization and management of co-curricular activities come within the range of supervision. The supervisory staff can bring life to the programme and can make it effective programme.
- **Supervision of School Records-** A school has to maintain certain records, reports and registers. They are indispensable for the successful working of the modern school. The school, being a social institution is answerable to parents, who send their children to school, to the local and the state government, which maintain it and to the students who must be developed physically, intellectually, morally, culturally and socially through different programs, activities

and functions. Effective supervision of the school records is equally important.

- **Supervision of Pupil Growth**-The important objective of all educational activities is the growth of the students. The supervisory staff should see the effectiveness of instruction position secured by the students in the academic cultural and physical fields and the educational programme of the school to help the gifted, the backward and the retarded children and so on. All the students in the school have a potential for making a contribution to the school improvement. Therefore, it is very important on the part of the supervisors, administration, teachers, consultants and coordinators to help the students in the maximum unfoldment of their innate potentialities.

Thus, the scope of supervision is very wide. It is considered as a dynamic web of interpersonal influence, help, support, and collaboration which is wrought of communication based on human openness, trust and authenticity. The 'student learning centre' is the focus of the entire 'supervisory behaviour system'. The support system like technology and psychological support system for teachers, supervision of curriculum, professional development of the staff, evaluation of teaching-learning process, selection allocation and development of materials and equipment of instruction, research programme, dissemination of knowledge, supervision of co-curricular activities and supervision of school records, come under the scope of supervision. Through these supervisory activities, the teaching learning activities are actualized. The following figure is a scheme for visualizing the scope of supervision in the school system.

CONCLUSION

Supervision, as a process brings all these facets into a fruitful and harmonious whole, in order to ensure an optimum teaching-learning environment. It becomes a major instrument to ensure quality and to develop the standard of education. Lastly

it can be concluded by saying that Educational Supervision is an old concept with new meanings at all phases of its evolution. However development of the educational programmes has always been ultimate goal of Educational Supervision. Educational Supervision has a democratic outlook and its co-operative and comprehensive nature encompasses the students, teachers, administrators, parents and all other concerned with the machinery of educational institutions under its roof, making an integral organ of the body of Education.

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