

## CHAPTER XII

### GUIDANCE AND SUPERVISION BY EDUCATIONAL OFFICERS

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## CHAPTER XII

### GUIDANCE AND SUPERVISION BY EDUCATIONAL OFFICERS

The role of Inspector will be more and more that of guiding and inspiring Basic School teachers than merely recording errors and shortcomings. The Inspector must become the best friend of the school teacher.\*

Assessment Committee on Basic Education

#### CONCEPT OF SUPERVISION

The Dr. Zakir Hussain Committee and the Special Committee for Basic Education Andhra Pradesh clearly recognised the importance of efficient and sympathetic inspectorate for the success of Basic education.<sup>1</sup> The Special Committee further elaborated:

Till very recently the functions of the Inspector consisted mainly in inspiring awe. His visit was taken as a near-calamity as he would only find fault instead of giving guidance in educational matters. In the educational set up, the Inspector appeared too much like an educational Policeman. His functions have, however, now undergone a total change with the separation of supervision and control of the school from inspection. The inspector is the real friend, philosopher and guide of the teacher. With the decentralisation of administration the inspecting machinery will indeed be independent of machinery which controls the schools. The inspectorate will be working under the Director of Public Instruction.<sup>2</sup>

The term 'Inspection' somehow gave an impression of bureaucratic control and authority. The Educational Officers should provide leadership through guidance in the craft work, intelligent correlation and purposeful integration of the school with the community.

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\* Report of the Assessment Committee on Basic Education, New Delhi: Ministry of Education, Government of India, 1956. P.29.

<sup>1</sup> Educational Reconstruction, Sevagram: Hindustani Talimi Sangh, 1950. P.115.

<sup>2</sup> Report of the Special Committee for Basic Education Andhra Pradesh, Hyderabad: Education Department, A.P. 1961. P.95.

They are not to be merely critics or administrators but are to be senior partners with teachers, in improvement of school practices by suggestions, conferences, demonstrations, inter-school visits etc. They have also to work out programmes of co-operation between the school and the community. Education Officers have to be trained and recruited with a view to fulfilling this dual role.<sup>3</sup>

Even though the modern concept of supervision was supposed to have changed considerably, some instances of bureaucratic behaviour by certain Inspectors were reported in Andhra Pradesh. The District Educational Officers chastised the teachers before the students in the class and the State Teachers Union passed resolutions against such behaviour and requested the Director of Public Instruction to transfer such officers and enquire into their conduct.<sup>4</sup>

#### CONTROL AND RECRUITMENT

Consequent to the re-organisation of the educational administrative set up in the state under the democratic decentralisation, the Panchayat Samithis were assigned Educational Extension Officers to work under the Block Development Officers. Even though their control rested with the Director of Public Instruction as far as appointment, promotions, increments, transfers etc. they were placed virtually under the administrative control of the Panchayat Samithi which managed the bulk of the Junior and Senior Basic schools. The principle of separation of inspection from administrative control of schools was not respected, as separate Inspectorate for Elementary stage of education was not provided by the Government, as is the case in Secondary education.

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<sup>3</sup>Proceedings of Short Term Training Course on Administration of Basic Education, Delhi:  
National Institute of Basic Education, (NCERT)  
1961. P.59.

<sup>4</sup>Medhavi V-XI, November 1964. P.39.

Most of the Deputy Inspectors or Educational Extension Officers under the Samithis were drawn from the secondary schools and they had only some pre-service training pertaining to the principles and methods of managing secondary schools. Most of them might not have specialised in School Organisation and Administration or Supervision in their professional training, nor they got any in-service training in the methods of inspection of schools. The proportion of Deputy Inspectors required for inspecting the elementary or Basic schools drawn from the trained graduate Headmasters of such schools was very small. Some percentage of the supervisors was directly recruited from the raw graduates having no teaching experience and were trained before taking up their duties as inspectors. This policy was perhaps not very correct as the direct recruits generally lacked the required experience and maturity to guide the destinies of scores of schools.

#### TYPES AND LEVELS OF SUPERVISORS

From the designations of the respondents to the questionnaire specially framed for getting the views of supervisors on the practice of Basic education, it was known that the following types and levels of Educational Officers were functioning in the state.

TABLE 109

DIFFERENT TYPES OF EDUCATIONAL OFFICERS  
WHO RESPONDED TO THE QUESTIONNAIRE

Educational Officers	Number	(%)
		Percentage
1. District Educational Officers	5	5.68
2. Deputy Secretaries(Education) Zilla Parishad(District level)	5	5.68
3. Deputy Inspectors of Schools(Taluk)	16	18.20
4. Extension Officers(Education) at Panchayat Samithi level.	62	70.44
Total	88	100.00

## QUALIFICATIONS OF THE SUPERVISORS

Dr. Zakir Hussain Committee laid the requirements of supervisors as complete training as a basic school teacher, atleast two years of successful teaching, one year's training in supervision and administration, ability to lead and guide this educational experiment.<sup>5</sup> The Assessment Committee wanted as inspectors, 'graduates who have had full training in the principles and methods of Basic Education.' In the case of older Inspectors who were already in service, efficient re-training was suggested.<sup>6</sup> The Special Committee on Basic Education recommended inter-change of teaching and inspecting officers.

Fresh trained graduates appointed as inspecting officers will not be able to provide useful and purposeful guidance to schools and their teachers. Successful and experienced teachers should be transferred to inspecting branch and inspecting officers should be occasionally sent to the training centres where they can be in close touch with educational theories, and latest developments in methodology. A number of short-term refresher courses should be organised to increase the professional efficiency of inspectors.<sup>7</sup>

An attempt was made to find out the academic and professional qualifications, training in Basic education and teaching experience as Headmaster and Assistant of Basic Training Schools and Basic Schools from the Educational Officers responding to the questionnaire.

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<sup>5</sup>Report of Dr. Zakir Hussain Committee, (Educational Reconstruction), Sevagram: Hindustani Talimi Sangh, 1950. P.115.

<sup>6</sup>Report of the Assessment Committee on Basic Education, New Delhi: Ministry of Education, Government of India. 1956. P.26.

<sup>7</sup>Report of the Special Committee for Basic Education, Op.Cit.P.96.



# Training of Educational Officers in Basic Education

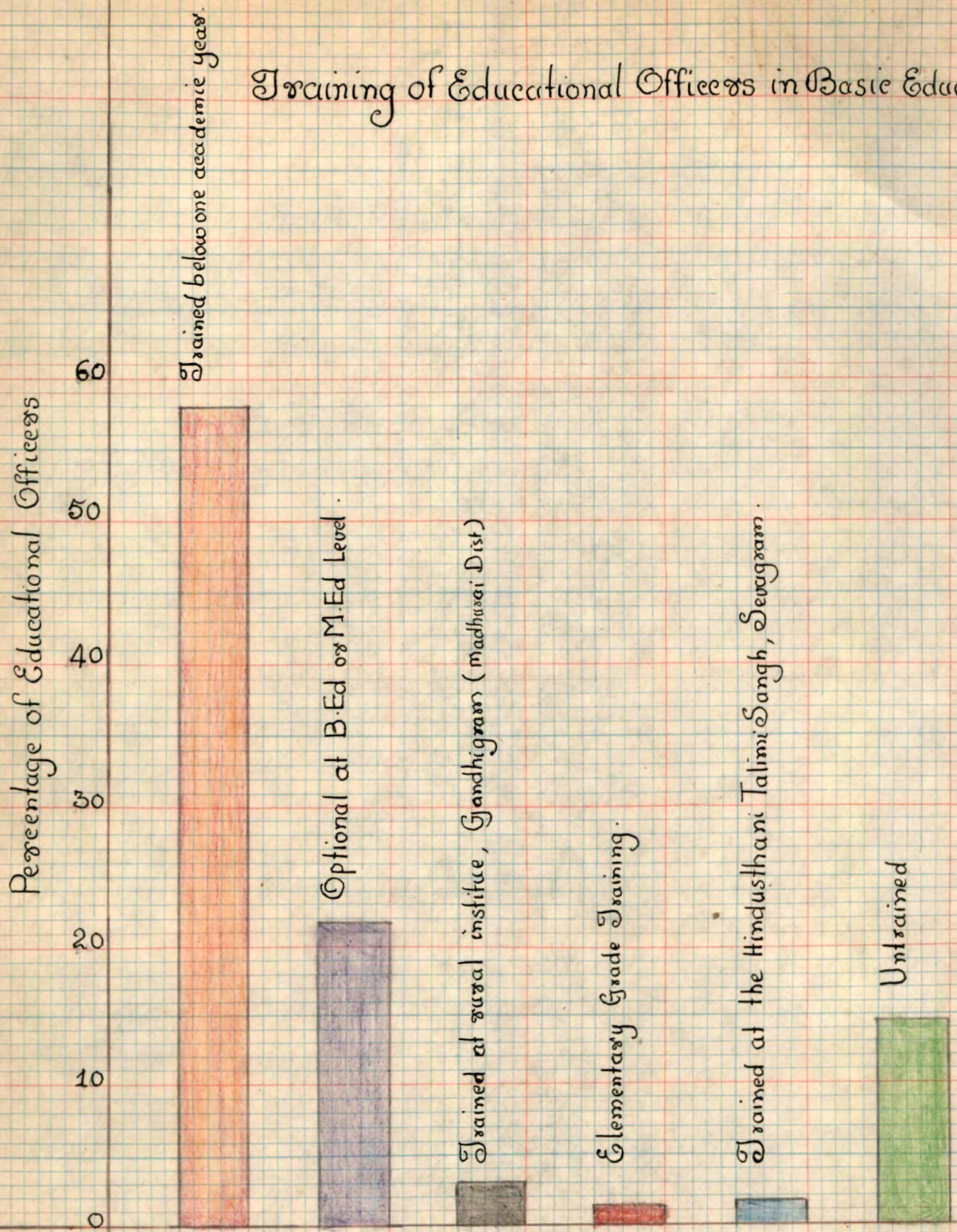


TABLE 110  
QUALIFICATIONS OF EDUCATIONAL OFFICERS

Qualifications	Number	Percentage
1. Trained Undergraduate	1	1.15
2. Trained Graduates(B.Ed.)	80	91.95
3. Post-graduates with B.Ed., or equivalent professional qualifications.	5	5.75
4. Graduates with M.Ed.	0	0.00
5. Post-graduates with M.Ed.	1	1.15
Total	87	100.00

TABLE 111  
TRAINING IN BASIC EDUCATION

Nature of training	Number	Percentage
1. Not trained in Basic education	10	14.55
2. Short-term training(below one academic year)	40	57.90
3. Elementary grade Basic Training	1	1.45
4. Trained at the Hindustani Talimi Sangh, Sevagram	1	1.45
5. Studied Basic education as optional at B.Ed. or M.Ed. level.	15	21.75
6. Trained at Rural Institute, Gandhigram,(Madurai Dist.)	2	2.90
Total	79	100.00



A few Educational Officers (14.55%) did not get any formal orientation in Basic Education, while only one to three per cent of them got full Basic training at Elementary level and at Sevagram or Gandhigram. A majority of them (57.90%) got short re-training in Basic education not amounting to a full one year course, but usually a condensed course of three months with practical training in crafts, community and cultural activities. Since the three Universities in Andhra Pradesh introduced Basic Education as an optional subject at B.Ed. level, and in one University (Osmania) also at M.Ed. level, about 21.75 per cent of them studied this subject as part of their professional training.

The ideal situation would be to convert all the Colleges of Education in the State into Basic pattern, making crafts, community and cultural life compulsory. A special paper on supervision of Basic and Elementary schools should be offered for the benefit of those graduates who wish to enter the inspectorate at this level. In addition to these qualifications, teaching experience in the Basic schools was also necessary for making a successful inspector.

TABLE 112

## BACKGROUND EXPERIENCE OF EDUCATIONAL OFFICERS

Experience	Number	Percentage
1. School teacher	45	33.6
2. Head Master	20	14.9
3. Teacher in Training School	15	11.2
4. Head Master of Training School	3	2.2
5. Other types of experience.	50	38.1



A good number of Educational Officers (38.1%) gained experience in other departments of life or atleast those not directly related to teaching or organising a school. It showed that many of the inspectors from the sample chose Education as their career after trying other departments and this was an interesting revelation. Many of the inspectors (33.6%) had experience as school teachers but very few had experience as teachers and Head Masters of Basic schools or Training Schools.

The ideal situation would be to promote or transfer the Headmasters of Senior Basic schools as inspecting officers, or preference should be given to those who have experience in the Elementary education.

In addition to the academic and professional qualifications, and the practical experience in the school as a teacher or Head Master, the Inspecting Officers were required to pass a Departmental Examination. There were two separate curricula for the Andhra and Rayalaseema areas and Telangana area. The Commissioner for Government Examinations conducted these examinations and every time about thirty candidates appeared for this test from the Telangana area.<sup>8</sup> The State Teachers Union compiled a compendium on Deputy Inspector's test, with the help of Education Department (G.O.Rt.No.358, Education, dated 16-3-1965) which permitted the Union to publish the same with their own funds, through the G.O.Ms.No.2814, Education Department, dated the 29th October 1965.

#### VISITS OF EDUCATIONAL OFFICERS

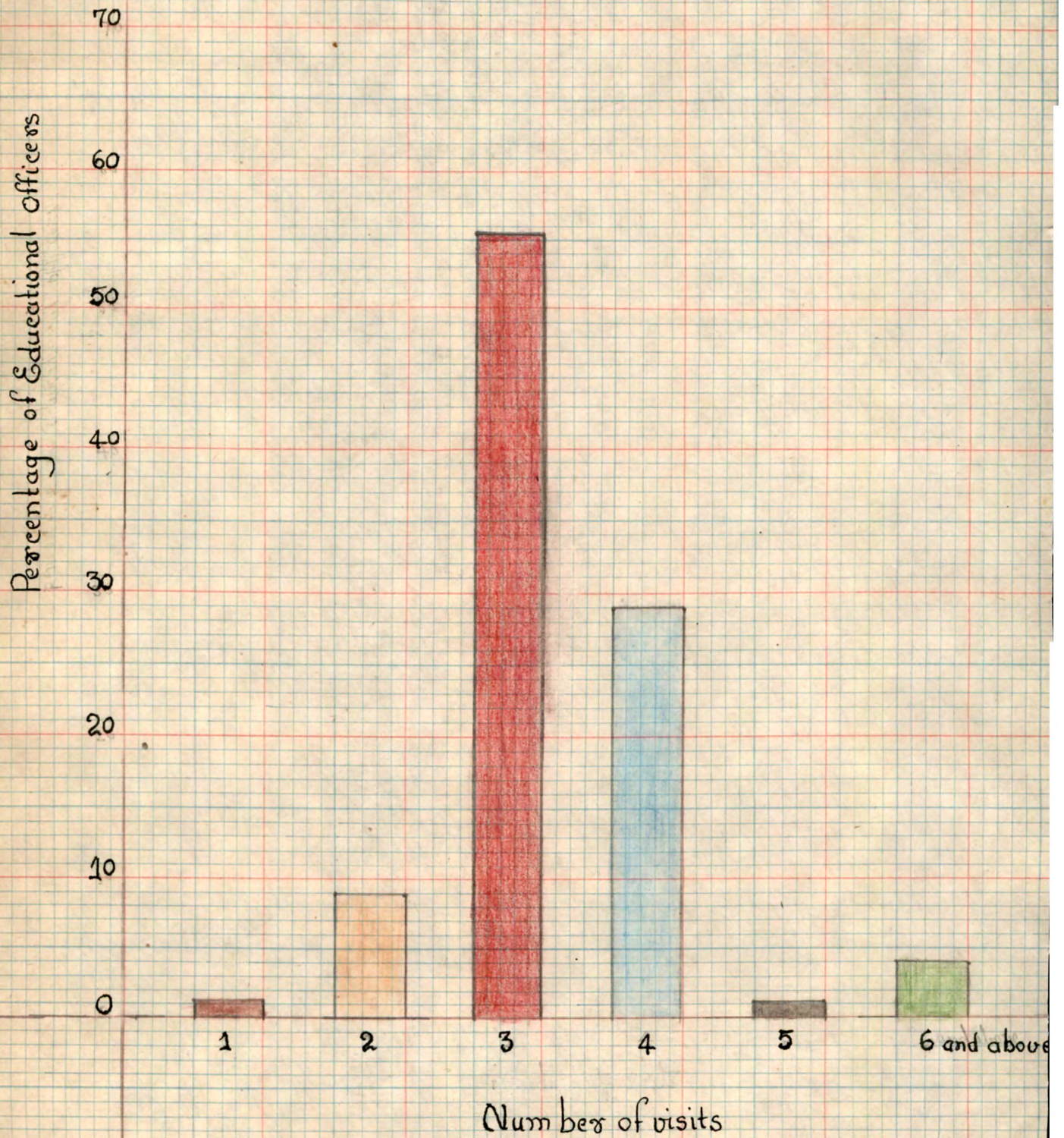
The majority of the reports and individuals interested in education seemed to favour atleast three visits to the school in an year by the inspecting officer, as discussed earlier in the same chapter. To do full justice to his work an inspector should devote atleast one full day and night for the inspection of a school. Besides a full inspection vist during the year,

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<sup>8</sup>The Deccan Chronicle, 25th June 1965.



# Number of visits to Schools per year by Educational Officers





he should pay another surprise visit. The number of visits to schools reported by Educational Officers is as follows:-

TABLE 113

NUMBER OF VISITS TO SCHOOLS BY EDUCATIONAL OFFICERS  
IN AN YEAR

Number of visitis	Number of Educational Officers	Percentage
1	1	1.3
2	7	8.9
3	44	55.5
4	23	29.1
5	1	1.3
More than five times	3	3.9
Total	79	100.0

A majority of the Educational Officers visited the schools for atleast three times a year, (55.5%). 29% of them reported that they visited each school three times a year without notifying the schools and conducted an annual inspection giving due notice. Thus the number of visits of these officers would come to four. The frequency of visits should be atleast three and about ten per cent of the Educational Officers were not following this principle at present.

TABLE 114

PERCENTAGE OF SCHOOLS VISITED BY THE DIFFERENT TYPES  
OF OFFICERS, THE PURPOSES AND FREQUENCY OF VISITS

Designation of the visiting officer and purposes of visit.	Average number of visits	Percentage of schools
1	2	3
<b>1. <u>Minister for Education:-</u></b>		
To lay foundation stone of school building	1	0.43
<b>2. <u>Education Secretary:-</u></b>		
Deputy Secretary or Assitant Secretaries	-	-
<b>3. <u>Director of Deputy Director of Public Instruction:-</u></b>		
a) Supervision of school work	1	5.22
b) Association with annual day		
<b>4. <u>Basic Education Officer:-</u></b>		
a) General supervision	1	3.48
b) Inspection		
<b>5. <u>District Educational Officer:-</u></b>		
a) General supervision,		
b) Association with Gandhi Jayanti	1	22.17
c) Supervision of mid-day meals programme,		
d) Annual day		
e). Surprise visits		
<b>6. <u>Chairman, Zilla Parishad:-</u></b>		
a) General supervision	2	2.17
b) School annual day		

1	2	3
<b>7. <u>Deputy Secretary(Education), Zilla Parishad:-</u></b>		
a) General supervision		
b) Inspection of mid-day meals programme	2	4.78
<b>8. <u>Deputy Inspector of Schools:-</u></b>		
a) General supervision		
b) Annual day celebration		
c) To conduct examinations	3	83.48
d) Surprise visits		
e) Inspection of mid-day meals programme		
<b>9. <u>Tahsildar:-</u></b>		
General supervision	1	2.61
<b>10. <u>Block Development Officer:-</u></b>		
a) General supervision		
b) Children's day		
c) Harijan day(eradication of untouchability)		
d) To see the garden	2	25.65
e) For talks,		
f) Distribution of vegetables produced in school garden		
g) Surprise visits.		
<b>11. <u>Chairman, Panchayat Samithi:-</u></b>		
a) General supervision		
b) Annual day		
c) Central classes	1	5.22
d) Panchayat day		
e) Inspection of mid-day meals		



1	2	3
<b>12. <u>Health Officers and Doctors:-</u></b>		
a) Inoculations		
b) Visits	1	2.61
c) Flag hoistation		
<b>13. <u>Social Education Organisers:-</u></b>		
a) General visits		
b) Inspection	2	3.04
<b>14. <u>Sub-Collector:</u></b>		
a) Casual visit (came to the village to assess good Panchayat)	1	0.87
b) Inspection		
<b>15. <u>Panchayat or Municipal Officers:-</u></b>		
General visits	2	1.74
<b>16. <u>Village Level Workers and Progress Assistants:-</u></b>		
	3	1.74
<b>17. <u>Sar Panch:-</u>(President, Panchayat)</b>		
a) Attendance and enrolment	8	0.43
b) National festivals		

From the above table it can be concluded that the Deputy Inspector of Schools or the Extension Officer (Education) was the Officer who visited most of the schools (83.48%) and at the same time more number of times (3). This data corroborated the data collected from the Educational Officers. Next to the Deputy Inspector the Block Development Officer (25.65%) and the District Educational Officer (22.17%) visited the schools once or twice. The purposes of visits of these officers could be

classified as General inspection, inspection of the mid-day meals programme or association with the annual day or any other national festival conducted by the school. Naturally there was no time for the Minister, Education Secretary or the Sub-Collector to visit the school. The Chairmen of the Zilla Parishad and presidents of Panchayat Samithis also visited the Basic schools.

It appears that the President of a Panchayat Samithi in Mahaboobnagar district went to a village and finding no time to visit the school asked a 'Hammal' (Cooly) to go to the school, count the students and the teachers. This was an interesting technique of supervision by the people's representatives in the Panchayat Raj.<sup>9</sup>

#### Duties of Educational Officers:-

Shri V. Ramachandran, Deputy Director of Public Instruction, Andhra Pradesh, who was incharge of Elementary and Basic Education and Training outlined the duties of the Extension Officers (Education) as follows:

1. Scrutiny of all bills and cheques in respect of primary schools under the control of the Samithi (put up for signature of the Block Development Officers),
2. The Educational Officer (Education) shall place before the Samithi all proposals for the consolidation and normal development of the existing schools and development of facilities for primary education in respect of his range.
3. The Educational Officer (Education) shall be responsible for the maintenance of personal files, civil lists and service books of all teachers working in Primary Schools placed under him,
4. The Educational Officer (Education) shall enquire into the complaints against the teachers under his jurisdiction and place the reports with his opinion, before the B.D.O.
5. The Educational Officer (Education) shall be responsible for maintaining all educational statistical data (financial, academic and administrative) relating to the schools in the area placed under him.

6. The Educational Officer(Education) shall be responsible for sanction of increments to all the primary school teachers under the control of the Samithis.
7. The Educational Officer (Education) shall sanction casual leave to all Primary school teachers placed under him. All other kinds of leave shall be sanctioned by the B.D.O. on the recommendation of the Educational Officer (Education).
8. The Educational Officer (Education) shall submit inspection reports pertaining to the schools maintained by the Samithis through the B.D.O. concerned to the D.E.O. Reports of other schools shall go direct to the Deputy Education Officer. He shall be responsible for administration and inspection of all Elementary (Basic) schools under various managements other than the Samithi in the Samithi area.
9. He shall assist the Deputy Education Officer in the inspection of secondary schools when ever his assistance is sought.
10. He shall act as an invigilator for departmental examinations, when ever his services are required.

The above mentioned functions include those of management and inspection. Therefore the Extension Officers (Education) have to perform dual role.<sup>10</sup>

Shri M.Satyanarayana stated that the Educational Officers should visit the schools for purposes of inspection atleast three times in a year and that they should develop the new attitude of being friend, philosopher and guide of the teachers. They should be empowered to effect transfers before the academic year started, even without consulting the Chairmen of the Panchayat Samithis. (Now this function is not with them). They should also be given the powers to effect promotions into the scales of Rs.65-95 and Rs.80-150 based on district level seniority, sanctioning of increments and raising the educational budget. He was of the opinion that if the powers to transfer

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<sup>10</sup> Shri Ramachandran,V.'Inspection of Primary Schools'  
Journal of the State Institute of Education,  
 Vol.I.No.I, Hyderabad: Directorate of Public  
 Instruction, Andhra Pradesh, January 1965. P.45.

and promote the teachers were taken away from the Samithis and entrusted to the Educational Officers of the Department, Education would prosper under the Local Bodies.<sup>11</sup>

But as suggested in chapter three under 'Administrative set up and Educational Policies, establishment of independent school boards to manage the schools and separate inspectorate of the Education Department to supervise the schools might create an ideal situation for the solution of a number of problems. In case the establishment of the school boards was not possible or delayed, as suggested in the chapter referred to previously, a small committee of teachers representatives, officials and non-officials should make recommendations for transfers of teachers and their promotions for transfers of teachers and their promotions every year.

Such kind of independent inspectorate was essential as the supervisors were overburdened with office work as the management of the schools was also with them. The functions like scrutiny of bills, cheques, maintenance of personal files, civil lists, service books of teachers, enquiries into complaints, sanction of increments, casual leave, recommendation of other kinds of leave, and invigilation at Departmental examinations mentioned in the list of duties of Extension Officers (Education) did not strictly relate to supervision of elementary education. Instead of wasting the time of a technical officer with such clerical functions, the Block Development Officer could directly take over such things and leave the Inspectors free to devote their time for the improvement of the academic standards of the schools. In case the Inspectors bring to his notice any administrative problems, difficulties, or made any recommendations, the Block Development Officer could easily give weight to the same.

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<sup>11</sup>Shri Satyanarayana, M. Medhavi IV-II, February 1964. P.23.

The increase in the clerical duties of the inspectors prevented them from guiding the teachers and making atleast three visits to each school. In the first visit they were expected to suggest solutions for the problems of the schools and in the subsequent visits he could see whether his suggestions were implemented. They also needed some systematic training in the techniques of inspection.<sup>12</sup>

The above discussion of the duties of Educational Officers was slanting more towards the administrative than the academic side of school inspection.

The District Educational Officer was having jurisdiction over some hundreds of schools and the Deputy Inspector of schools. They were expected to tour for two hundred days in a year and even then they had wide jurisdiction and heavy responsibility. Each supervisor of Basic schools should not be given more than forty or fifty schools. He was expected to visit every school once atleast every term and to spend the whole day in the school. In the school time he should inspect the classes, while the morning or the luncheon interval may be devoted for the inspection of the office records. In the evening he should have a meeting with the Education Committee or with prominent villagers and discuss proposals for the improvement of the school. He should hold a staff meeting and discuss the difficulties they were facing in the implementation of the programmes and suggest solutions for them. In the evening he should attend a cultural programme to be organised by the school children and should address a public meeting to explain the benefits of the scheme of Basic education to the villagers. If possible, he should take a 'Burra<sup>a</sup>k<sup>h</sup>tha' or drama party to every village along with him to propagate the principles

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<sup>12</sup>Proceedings of the Second District Teachers Conference at Warangal, Medhavi V-IV, April 1962. P.22.



of 'Nai Talim' (New Education) and Sarvodaya (Welfare of all) philosophy. He should also try to organise mass contact programmes of social work etc. in the mornings. In case a day is not sufficient for work he should extend his stay in the village for another day and see that his visit to that village had some effect on the villagers, leaders, teachers and the village as a whole.<sup>13</sup>

The Fifth All India Basic Education Conference suggested that the supervisors should inspect the school from three points of view - the institution as a whole, the students, and the teachers and organisers.

Institution as a whole:-

For assessing the institution as a whole, data should be made available to him on the situation of buildings, capital investments, running expenses, organisation, equipment, raw material, records, finished articles, time-tables, community life and food arrangements. He should make an intelligent evaluation of the part played by the institution in the self-sufficiency of the community, village cleaning programmes, removal of illiteracy etc. to judge the institution's influence on the community.

Students:-

Evaluation of the attainments of students should include the standard set and attained in the plans of work, both individual and collective and their attempts to solve practical problems of daily life - craft work, cultural activities, social service.

The work of the teachers and organisers should be assessed on their arrangement of the routine for the class or the institution, their annual reports and returns, their plans for

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<sup>13</sup>Subba Rao, C.S. 'Basic Education in Practice',  
Secunderabad: Ajanta Publications, 1958, P.30.

individual records and their arrangements for the supervision and assessment of their students' work.<sup>14</sup>

The Director of Public Instruction through his proceedings Rc.No.454,E.1-4/65 dated 15-4-1965 issued special instructions to all inspecting officers at all levels in the states, to lay more emphasis on the supervision of written work of the students.

#### CRITERIA FOR THE SUCCESSFUL BASIC SCHOOL

After accepting the role of the supervisors as that of friendly guidance to the teachers, it was necessary to understand that exactly the supervisors looked for when they went to the schools. In order to know the image of a Basic school an attempt was made to elicit what the Educational Officers considered as the basis for the efficiency of a Basic school.

A majority of fifty five per cent of the Educational officers stated that the quality and quantity of craft work and other related aspects were most important to judge the efficiency of a Basic school. Where craft teaching was efficiently organised, the dignity of manual labour was realised by the students, the necessary knowledge and skills to the extent of helping in parents professions were properly developed in them, without any prejudice to their interest, craft equipment and material was supplied uninterruptedly, and students were able to produce goods with market value which contributed to the self-sufficiency of the school. The Basic education must be said to have succeeded to a great extent.

Another batch of thirty eight per cent of the Education Officers stated that the educational standards maintained by the school mattered much. The students must have developed good aptitudes, attitudes and clean habits like regularity, work-mindedness and discipline. The boys and girls should look smart

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<sup>14</sup>Report of the Fifth All India Basic Education Conference,  
Sevagram: Hindustani Talimi Sangh, 1949.Pp.130-132.

and smiling. Most of these qualities should be developed through the correlated technique of teaching through life situations.

For a few other Educational Officers (19%) efficiency or success of a school depended on the extent of its rural content, residential nature, comfortable accommodation, whole hearted cooperation from the neighbouring community, change in the outlook of the community due to the activities of the school, organisation of community life in the school in which celebrations of festivals, and excursions find prominent place.

Some Educational Officers (14%) considered a Basic school successful if there were experienced, trained, sincere, willful, faithful, national minded, patriotic, and responsible teachers having interest and taste in Basic education. But it was not everything.

A few other (12%) Educational Officers considered the success of a Basic school to the extent of encouragement it received from the Government and the administrators in the matter of funds, scholarships, good curriculum, keeping pupil teacher ratio at 20 or 25, and saving the Basic school from the evil influences of traditional elementary and high schools.

Very few Educational Officers (10%) stated that the physical facilities counted for the efficiency of the Basic school. They wanted the school to have more space for garden, agriculture and play, so that efficiency in these activities could be maintained.

The above discussion of the ideas of the Educational Officers of different types and levels gave a picture of their image of a Basic school in terms of its efficiency, which they were to judge during their inspection visits to these schools. The first thing they wanted to look for was the efficiency in craft work and then the educational standards and community life.

## ASPECTS OF SCHOOL WORK INSPECTED

The Educational Officers were asked to state what different aspects of Basic school work were covered and what special measures were taken to cover all aspects of school work during the routine inspection.

Almost all the Educational Officers unanimously stated that inspection of the practical and craft work programmes was done by them without fail. They examined the production, sales, income, supply of equipment, accessories and raw materials, for the crafts like Gardening, Spinning, Cot Tape Weaving, Cloth Weaving, Wood work, Tailoring etc. The quantitative and qualitative aspects of the field work was judged keeping the self-reliance and self-sufficiency aspects in view, and dignity of labour and division of labour effected were actually tested by personal observation and some times actual participation in the work with the students.

Sixty six per cent of the Educational Officers stated that they gave importance to the methods of teaching adopted by the teachers and about twenty five per cent among them gave special attention to the lesson planning and correlation of knowledge with the creative, productive and cooperative craft work or natural and social environments of the child. They examined the aptitudes, attitudes, skills, abilities, and tastes of the teachers. They scrutinised the tests - oral and written - the teachers conducted and the records maintained. Teacher competency was judged from the responses of the pupils.

Fifty four per cent of them gave importance to the community and cultural activities of the school which included prayer, recreational activities like Arts, Music, Drawing, and the citizenship activities like the school Government, school assembly meetings, flag hoistations, social work in the rural areas, cleanliness and neatness of the individuals, dress and the surroundings.

Thirty two per cent of the Educational Officers mentioned that they examined the various records of the school like the registers showing various statistics, children's census, enrolment, stocks, cumulative records, progress registers, duties charts, time tables, practical work records, teachers and students' diaries, follow up and assignments records. From table 106 in chapter II it was known that most of the students in a great number of the schools maintained the daily diary. From table 68 it was seen that in a majority of the schools the teachers maintained the monthly plan and progress record. The Educational Officers did not miss to see them.

Twenty six per cent of the Educational Officers looked into the suitability and adequacy of accommodation, local atmosphere and equipment for the students. They also examined the educational attainments of the students in terms of knowledge, attitudes, skills, co-ordination of mind and body, their psychological problems, understanding of the fundamentals - reading, writing, recitations, recall and recognition of facts, etc. Besides testing all aspects of their development they also looked into their records like daily diary and regularity in attendance.

Sixteen per cent of the Educational Officers stated that the public was not favourable for this system of education, and the supply of equipment and raw materials was not satisfactory. Basic schools were organised like ordinary traditional primary schools without any Basic tinge in them. They examined the implementation of all the principles of Basic education, especially the self-sufficiency aspect, while offering suggestions for more successful implementation of these principles, under the prevailing circumstances, as per the approved plans of the Government.

Educational Officers opinion on the basis for the efficiency of a Basic school was discussed earlier. They mentioned craft work, educational standards, and community life as important in the same order.



## MEASURES TAKEN TO COVER ALL ASPECTS OF SCHOOL WORK

Twenty per cent of Educational Officers stated that no special measures were taken to ensure coverage of all aspects of school working during inspection. Eighteen per cent of them stated that they paid personal attention and made an intensive, detailed and keen examination of both the theoretical and practical aspects of the school work, without depending upon others. They used a questionnaire or proforma supplied by the Department of Education to check the various aspects, according to a plan based on the school curriculum. They also examined the syllabus divisions, courses so far covered according to plan and future plans of teachers. Seven per cent of them stated that they took a day or two more to cover all aspects and sometimes consulted the local education committee to come to judgement on certain aspects.

### Instruction of Craft Work:-

As craft work was considered to be the most important aspect of the Basic schools work, the Educational Officers were asked to state what procedures they adopted to inspect this programme.

Eighty seven per cent of the Educational Officers stated that they examined the craft records maintained both by the teachers and the pupils (issue and out turn) in order to assess the qualitative and progress of the craft work and the extent of wastage of raw material. They also thoroughly examined the achievements, attainments, attitudes, skills and interests of the pupils in various craft processes. Often their testing involved the carding and slivering (mostly in 4th and 5th grades) and spinning on Takli and charka (Kisan or box). They usually asked the teachers to organise a craft project involving the various processes to assess the abilities of both teachers and pupils by actually observing them in action or some times participating themselves in the craft work.

DOLL MAKING



The Supervisor visits a craft class in the open.

Thirty per cent of the Educational Officers said that they asked the Headmasters to display the craft products which were verified to make sure that they were actually produced by the students themselves. They also calculated the cost of material and value of articles produced, taking both quality and quantity into consideration, though self-sufficiency was not much insisted, as they considered the educational value of the craft work as dearer than the economic value. But they found that there was much wastage in cotton craft and found gardening to be more profitable from economic point of view.

Nine per cent of the Educational Officers ensured whether sufficient equipment and raw materials, were supplied and accommodation and other facilities were available for craft work. Another nine per cent of them adopted the routine procedure of filling an inventory or questionnaire for checking items of craft work. Seven per cent of them stated that the question of taking any special measures for inspecting the craft work did not arise as the craft work was not adequately done. Only spinning on Takli was adopted by the schools and the raw material was not supplied properly.

Help Taken From Other Persons or Committees in the Inspection of Schools:-

An enquiry was made of the Educational Officers whether they depended on outside agencies during the course of their inspection of the Basic schools. Sixty eight per cent of them stated that either they did not take the help, or that there was no need to take help, or they did not want to encourage taking any outside help or outside help was not available.

But sixteen per cent of them stated that they took help from the local Education Committee, Parents Association, Villagers Union, Youth league, Attendance Committee and local officers like Mukhya Sevika, Social Education Organiser, and Extension Officers (Agriculture and Co-operation). They stated that the teachers usually helped the inspector to make the



WORK EXPERIENCE



Inspectress visits embroidery class

inspection successful. The clerk inspected the school records, stocks, and accounts. Usually a questionnaire was handed over to the Head Master and the answers help the inspector to come to certain conclusions. Six per cent of the Educational Officers, who were either District Educational Officers or Senior Deputy Inspectors of Schools stated that they took the help of the Deputy Inspectors of Schools or Extension Officers (Education), when they inspected the schools.

Demonstration Lessons Given By Educational Officers:-

One District Educational Officer remarked that the Deputy Inspector of Schools was expected to give some demonstration lessons and it was not his concern. Fifteen per cent of the Deputy Inspectors or Extension Officers remarked that the Inspecting Officers were not expected to give lessons, but they were to observe and criticise the lessons of the teachers. Six per cent of them again said that they asked one of the experienced teachers to give the lesson, while the other teachers observed. Some times a newly trained teacher was also asked to demonstrate the latest techniques of teaching he had learnt in the Training institution. Some felt that atleast six to ten lessons should be given by the Educational Officers each year, or atleast in the beginning of every year so that the teachers would be guided as to how to implement the programmes. Some nine per cent of the Educational Officers stated that they did not give any demonstration lessons, but gave suggestions to teachers for improvement of the techniques, when they visited the schools. But when they found any defects in the demonstration lessons taught in the central classes, they immediately rose and demonstrated the correct methods. About forty two per cent of them stated that they taught one to four lessons every year either during their visits to the schools or in the centre classes. About fourteen per cent of them said that they taught more than four lessons likewise.



## CENTRE CLASSES

Centre classes were the most likely places or occasion for the Inspectors or teachers to teach the demonstration lessons.

The central classes of teachers meet every month to discuss academic and administrative problems under the leadership of the Educational Officers. These centres could play a very important role for the qualitative improvement of Basic education under their guidance. So, they were asked to suggest some measures to improve the work of these classes.

Twenty per cent of the Educational Officers felt that the centres were not functioning satisfactorily as the teachers did not realise their importance and took this activity as a matter of routine. As attendance at the centres was not made compulsory, they were functioning nominally. They suggested that the Government should pay the T.A. and D.A. to the teachers attending the central classes and encourage this activity. But four per cent of the Educational Officers only felt that the existing programme was not unsatisfactory and needed no further improvement.

Thirty nine per cent of the Educational Officers suggested certain improvements in the administrative and academic aspects of the organisation of the centre classes. Some suggested that the centre classes might be conducted either at a Model Basic School or at a Basic Training School for a full day. The staff of the Basic Training Schools also should be asked to attend these classes to participate in the discussions. Now due to the rule to have a centre class within five miles from each school, the attendance at these centres was ranging from 20 to 200. This anomaly should be rectified to ensure the membership between 20 to 25 teachers, or the classes could be arranged at different schools by an agreed rotation. Basic schools could have their own centre classes separately. The Deputy Inspector of Schools or the Extension Officer should be sanctioned some funds for meeting the incidental expenditure in connection with the centre classes.

The schools in which the centre classes were to be organised should be well equipped with literature on Basic education and well trained and efficient Head Masters should be posted to these schools. Apart from reading the departmental circulars and arranging the demonstration lessons, the Educational Officers could take initiative to give certain assignments to the teachers to write papers, essays or articles on well chosen topics connected with the implementation of the principles of Basic education and they could be discussed. Exhibitions of children's literature could be arranged. By organising such activities the teachers who did not receive Basic training could be re-trained in such atmosphere. Some talks by experts in Basic education could also be arranged. If this approach was emphasised the centre classes could be easily converted into centres for in-service training and teachers.

Eighteen per cent of the Educational Officers made specific suggestion to be effect that the centre classes could be used for devising improved craft practices, correlated technique of teaching with better teaching aids. Teachers should be asked to demonstrate the new teaching techniques or the new teaching aids they were developing.

Twelve per cent of the Educational Officers stated that the Government with the co-operation of the Panchayat Samithi should implement the programmes of centre classes in a uniform manner through out the state, under the control of the District Educational Officers. The teachers could discuss the problems of class room teaching faced by them, reviw school-community relations, and plan for the programme of the next month in these monthly meetings, apart from having some recreational programmes. Success of these programmes depended on the attitude of the Educational Officers towards Basic education.

#### ATTITUDE OF EDUCATIONAL OFFICERS TOWARDS BASIC EDUCATION

The attitude of the Educational Officers towards Basic education counted every much in making this scheme a success. The opinions of the Educational Officers on the attitude of Parents and public and Teachers and Administrators toward

Basic education was discussed at the relevant places in the previous chapters. Here an attempt was made to ascertain the attitude of Educational Officers towards Basic education itself.

Forty five per cent of the Educational Officers stated that they were not having confidence or interest in the Basic system of education and they adopted a passive role as they were convinced that it was not good. They disliked craft work. They felt frustrated and helpless at the implementation of this system.

Thirty three per cent of the Educational Officers said that they had a fair liking for this system and favoured its implementation. But a few of the Educational Officers stated that they were meeting with failures and facing multiplicity of problems due to inexperience or some other factors. They required more time to understand and face the problems of this system which was considered by them as good, but failing in practice.

#### Educational Officers and Research:-

According to some Educational Officers, Research was the job of highly qualified educationists working in well equipped institutes situated in big cities. But in fact, every one could undertake simple investigations into the practical problems with the help of action research. Research need not be essentially based on complicated statistical data collected by a big team of investigators over a large area and related to complex problems. With a view to understand the attitude of the Educational Officers towards simple research, they were asked to state whether they were doing any research and if not what difficulties they were facing.

Seventy nine per cent of the Educational Officers stated that they were not doing any research, while five per cent of them said that they had the aptitude and interest for research, but had no time to think about it. Another five per cent of them stated that they were doing some research in the teaching of language in primary schools, correlated technique of teaching

and some others reported that they were reading the related literature. One funnily remarked that "he wanted to make search first and then research". The investigator could not understand the meaning of this statement.

The reasons for a majority of the Educational Officers not doing research were given by them as follows. Sixty five per cent of them stated the increase of administrative duties under the Panchayat Samithi resulted in excessive table work. Overburdened with visits, returns and co-ordination programmes the Educational Officers could not think of research. They were expected to control over seventy five schools and it was suggested that the number of schools should be brought down to forty under each Educational Officer.

Many of them stated that it was possible to do research if they were in the post of a Headmaster of a school and not as an Educational Officer for the various reasons explained above.

Twelve per cent of them stated that they could not carry out any research due to lack of proper atmosphere for calm thinking, concentration and necessary facilities like literature, guidance and assistance.

Eight per cent of the Educational Officers were of the view that Basic education was not implemented for want of enough material and proper atmosphere and so there was no question of conducting any research on a 'still born child'.

Five per cent of them said that they were not interested and more so because there was no encouragement from higher authorities in implementing the research findings, as usually the remedial measures suggested after elaborate research went to the winds. Some of them said that they did not feel any difficulty, but as they were not holding the Master of Education qualification or studying for higher academic qualifications, they could not undertake research.

The idea that there was no time to do research was funny as research problems emanate from work and while attending to the normal duties, the necessary data could be collected for some simple investigations. It required proper budgetting of time and the correct attitude. If both these things were there proper atmosphere and facilities could be easily created by themselves. They could read some books on action research, during spare time. They could occasionally go to the Training Colleges to discuss their designs and reports with the staff. The Inspectors should not consider themselves to be unfit for conducting any research.

Impact of Educational Officers on Basic Education:-

During the course of the inspection and administration of the Basic schools the Educational Officers confronted various problems pertaining to the implementation of this system of education. Some areas of the problems were specified to them and data was obtained on the specific difficulties experienced under each area, measures taken to solve the problems and the difficulties in the way of solving the same. They were also asked to check on a five point scale the extent of success they could achieve.

The difficulties they were facing and the solutions attempted by the Educational Officers were discussed at relevant places in the preceding chapters. The extent of their success was indicated as over all index in the following scale, giving the scale value for A,B,C,D,E, as 5,4,3,2,1.

TABLE 115

INDEX OF SUCCESS OF EDUCATIONAL OFFICERS IN  
IMPLEMENTING DIFFERENT AREAS OF BASIC EDUCATION

Area	A	B	C	D	E	Total	Over all index %
1. Payment of salaries in time	27	10	7	4	5	53	68.87
2. Supply of qualified teachers	10	15	12	18	11	56	51.79
3. Finishing the syllabus in time	5	10	9	7	10	41	46.59
4. Making examinations effective	3	6	8	5	10	32	41.88
5. Making Parent Teacher Association successful	6	6	11	9	14	46	41.74
6. Success of compulsory education	5	9	22	16	16	68	41.47
7. Facilitate buildings and land	3	8	11	17	19	58	35.86
8. Success of correlated teaching	3	3	11	5	17	39	34.62
9. Success of craft work	3	3	7	10	14	37	34.32
10. School annual plans	1	2	7	9	11	30	32.00
11. To popularise Basic education	2	4	8	17	25	56	28.93
12. Encouragement to teachers to undertake simple research	1	4	5	6	18	34	28.82
13. Production of Basic education literature	5	4	5	9	33	56	28.21
Total	74	84	123	122	203	606	40.23



The overall index of the impact or success or the measures taken by Educational Officers was only 40.23 per cent, according to the five point scale on thirteen items. The Educational Officers could successfully tackle the problems of late payment of teachers salaries, supply of qualified teachers for running this new system of education and checking its slow progress, and finishing the syllabus in the schools as per schedule of time prescribed. The Educational Officers success in making the examination system Parent-Teacher Association and Compulsory Education effective was about 42 per cent as per the index.

The first seven items in the scale, even though they were very helpful for the success of Basic education, were not directly related to the complexion of this system of education. In the second half of the table especially the items No.8, 9, 11, and 13 were directly related to the correlation, craft work, popularity and literature of Basic education and the index of success of the Educational Officers in these areas ranged from 28 to 35 per cent. Research and production of Basic education literature and to popularise Basic education were the least things the educational officers could do.

The conclusions drawn from the data of the scale should be an eye opener to the Education Department, which should understand that the Educational Officers were able to do very little for the success of Basic education. The Deputy Inspector of Schools or the Extension Officer (Education) was the back bone of the elementary education and if the chain was weak at this point, there was no doubt that the whole system would crumble down.

Summary:-

Hitherto the role of an Inspector had been that of find faulting in actual practice. But it is being gradually realised that he should act as the friend, guide and philosopher of the teacher. Even then still some Educational Officers continue the traditional behaviour and this must change quickly.

The Director of Public Instruction controls the appointments, promotions, increments, transfers etc. of the Educational Officers. The Deputy Secretaries (Education) and the Extension Officers (Education) at Zilla Parishad and Panchayat Samithi levels are Educational Officers whose services are lent to the Panchayat Raj Department. The District Educational Officer is in over all control of the educational activities in the revenue districts.

Most of the Deputy Inspectors of Schools or Educational Extension Officers who inspect the elementary schools were trained in Secondary Teacher Education Institutions and there was a need to orient all of them towards the Philosophy, Administration and techniques of Elementary and Basic education. About 57.90 per cent of them underwent a short term orientation course in Basic education.

Almost all the Educational Officers are trained graduates. There are very few under-graduate and Post-graduate trained personnel working as Educational Officers. They did not get any special training in the philosophy and techniques of school inspection. They are required to pass a Departmental Test meant for Deputy Inspectors of Schools.

About fifty per cent of the Educational Officers tried their luck first in various other departments before they entered the education department. Almost all of them possessed some teaching experience in a Secondary or Training School.

A majority of the educational officers concerned with Basic schools paid three visits in a year and one annual inspection visit with due prior notice to schools. The Deputy Inspector

of Schools or the Extension Officer (Education) is the officer who visited the Basic schools most frequently, for purposes of regular inspection and to tender advice on technical aspects of the school work. The other officers from Minister down to the village panchayat president visited the school occasionally for different purposes and mostly when invited to attend special functions that take place in the schools.

The Educational Extension Officer functioning under the panchayat samithis is both the administrator and the Inspector of the Elementary and Basic Schools under Samithi jurisdiction. In case school boards are created, as suggested in chapter III - Administration, the Government can appoint its own Inspectors to assess the school work periodically. For the present most of the Inspectors are also doing clerical work which does not pertain to the school improvement. In the cases of some inspectors the number of schools given was more than forty or fifty. Such increase of work will not allow them to spend atleast one full day for each school, allowing the Inspector to look to all aspects of inspection and to solve problems the school is facing. The Inspector is expected to devote enough time to examine the school as a whole, the students, the teachers and organisers during his visits to the schools.

A majority of the educational officers considered the quality and quantity of craft work as important criterion for judging the efficiency of a Basic school. Some of them said that educational standards maintained by the school mattered much. A few of them considered its rural background efficient staff, finances, facilities and good curriculum, as the criteria for judging the efficiency of a Basic school.

Following the above thinking all the educational officers did not miss to inspect the craft work in the Basic schools. Then a great number of them cared to inspect the methods of teaching - especially the correlated technique of teaching - followed by the teachers. A good number of the educational officers saw the community and cultural programmes and records of the teachers and the pupils. Only a few of them examined the physical facilities, availability of craft implements and supply of raw material.

In order to cover all aspects of school work during inspection many of the Educational Officers used a proforma or a questionnaire or checked up the progress of the school against the requirements laid down in the syllabus. As craft work was considered to be important, besides checking the concerned records, they asked the teachers to organise a craft class and some of them actually participated in it along with the students. In some cases the educational officers also asked the Headmasters to display the craft products of the students. While a majority of the Educational Officers did not take any outside help in inspection, some of them relied on the opinions of the local Education Committees, Parent Teacher Associations, Villagers Unions, Youth Leagues, Attendance Committees and local village level officers of different Departments.

Many of the Educational Officers did not teach any demonstration lessons. But in the central classes some teachers gave demonstration lessons under the guidance of the Inspecting Officers. The discussions in the centre classes could be made more practical and useful for the improvement of schools. It is necessary to equip the central schools with better staff and good libraries, as they take the leadership in organising the centres academic activities.

A good number of the Educational Officers expressed that they were not interested or enthusiastic about Basic education. A few of them were interested in encouraging this system, but they were facing a multiplicity of problems.

Practically no Educational Officer conducted any research, as they complained lack of time, equipment and guidance.

The over all index of the success of the educational officers in relation to different aspects of Basic school work was 40.23 per cent. They were successful in getting payments of teachers' salaries in time and also succeeded in supplying qualified teachers to schools. But they could not help much in successfully organising correlated teaching, preparation of craft work and of annual plans by schools, in making teachers to undertake simple research and to popularise Basic education.

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