

APPENDIX NO. 6

A SAMPLE OF TYPICAL ANSWERS-1

(QUESTIONNAIRE TO BE FILLED IN BY DISTINGUISHED
EDUCATIONIST IN INDIA)

A. GENERAL INFORMATION

1. Name of the educationist: Shri A.C. Devegowda
2. Position or designation: Director of Public Instruction, in Mysore, Bangalore.
3. Postal address: Director of Public Instruction, New Public Offices, Bangalore.1.

B. AIMS AND OBJECTIVES OF SCHOOL INSPECTION

1. (a) What, according to your understanding of the State policy are the main aims and objectives of the inspection of secondary schools?

To improve instruction in the classroom to help removing the difficulties experienced and recommend ways and means of providing increasing facilities for the better working of the institutions.

To see that proper standards are maintained and to help the institutions to improve them.

- (b) How far these objectives, do you consider, are realised in practice?

Unfortunately, the attention paid to these is far below the expectations, because of (i) rigid rules and regulations; (ii) over-burdened administrative and financial duties on the inspecting officers.

2. What, in your opinion, should be the aims and objectives of the secondary school inspection system in the country and how can they be fulfilled?

The aims and objectives should be:

- (i) to assist in the improving of instruction;
- (ii) to make necessary recommendations to the Government for providing facilities for improving instruction, financial assistance to provide more facilities for the improvement of education;
- (iii) to set right the defects, if any, by offering constructive suggestions and not merely in finding fault without offering solutions to remove defects.

C. METHODS AND PROCEDURE OF SCHOOL INSPECTION

(a)

1. What does the inspector generally look for when he goes to a school to inspect it?

At present, there seems to be a tendency to pay more attention to the quantitative aspect of educational development and routine office work.

- (b) What, in addition, in your opinion, ought to be looked for by him in the school and why?

More attention has to be devoted (i) for qualitative improvements; (ii) for progressive improvement of facilities and methods of instruction in schools.

2. What are your observations on the present methods and procedure of inspection of secondary schools in your State?

The system of subject inspectors started during 1959-60 in this State should be extended. The system of full inspection found in United Kingdom could be introduced.

D. ORGANISATION OF INSPECTION

1. What criticism do you level against the organisation of the inspectorate for secondary schools? (While answering this question, among other points, please take into consideration such points as appointment, qualifications, experience, headquarters, schools-inspector and pupils-inspector ratio, frequent changes in the inspecting staff and their consequent adverse effect on the toning up of the education of your area.)

The inspecting officers of secondary schools should be allowed to devote more time to academic work and each inspecting officer should not have more than 35 institutions. Administrative duties of a routine nature and financial work should be attended to by qualified assistants to be provided to them.

The inspecting officers should be specialists in the particular field and should have both teaching and administrative experience of at least 5 years. They should follow up the suggestions for improvement.

2. (a) Do you think that the jurisdiction of the inspector of secondary schools is too wide and that his administrative work is too much to find sufficient time to help the school authority to solve their school problems?

Yes.

- (b) If yes, what measures do you suggest which enable the inspector to be of greater assistance to the school?

The present staff is competent. But they are over-burdened with too much of inspection work as well as administrative and financial duties and responsibilities.

3. Do you favour the view that the secondary school inspector should have special qualifications of both inspection and administration?

Yes.

4. "The maintenance of morale among inspectors is indispensable if they themselves are to help to maintain the morale of the teachers". What do you suggest to build high morale which helps to break down the isolation; psychological as well as physical in which the inspector, it is generally complained, works traditionally?

In addition to academic qualifications, care should be taken to see that they are physically fit to undertake the touring work involved. They should be sympathetic and helpful to the institutions. Proper professional ethical standards should be laid down and followed.

E. RELATIONSHIP BETWEEN THE SCHOOL STAFF AND THE INSPECTING OFFICER

1. It is often commented that "the inspector does not look upon his work as a matter of human relationships but as a mechanical application of rules and regulations." What are your views on this point?

Human relationships are most important and it is very important to pay attention to what is said under (D.V.)

2. What attitude and relationship of the inspector, in general, do you notice towards:-
- (a) School Authorities,
 - (b) Headmasters,
 - (c) Teachers?

- (a) He should be more friendly and sympathetic towards school authority.
 - (b) Headmaster is looked upon as a subordinate.
 - (c) Teachers are also looked upon as subordinate.
3. What in your opinion should be the relationship between:-
- (a) The inspector and the school authorities?
 - (b) The inspector and the headmaster?
 - (c) The inspector and the teachers?
 - (d) The inspector and the community of your area?
 - (a) The inspector should treat the school authority in such a way that they should feel that he is trying to help them and not to find fault with them.
 - (b) The headmaster and the teachers should
 - (c) not be made to feel that the inspector comes to find mistakes only. Even where mistakes are found constructive suggestions for proper causes of action should invariably be given. The problem and difficulties of the school authorities, headmasters and teachers should be listened to and the inspecting officers should try to solve them by taking personal attention instead of attending to them as mere ~~x~~ routine matters.
 - (d) The inspector should ~~w~~ keep in close touch with the community and spend considerable time with them in order to help them as well as to get better co-operation.

F. DRAWBACKS AND PROBLEMS OF THE SECONDARY SCHOOL INSPECTION SYSTEM AND YOUR VIEWS AND SUGGESTIONS FOR ITS IMPROVEMENT

1. Are you fully satisfied with the present system of secondary school inspection in your State? If no, why?

Not completely.

2. What drawbacks do you think the present system of school inspection suffers from?

There seems to be only the follow-up of defects in administrative and financial matters not in the academic work.

3. What are your suggestions to help the present machinery raise itself to follow the new modes, ideals and out-looks towards secondary education?

- (i) Need to extend the system on subject inspectors to all the divisions.
- (ii) Reducing the load of work on the inspecting officers.
- (iii) Giving them more powers relating to sanction of additional facilities in schools.
- (iv) Introduction of the system of 'Full Inspection'.
- (v) Review of inspection reports on the academic side should be done only by qualified and competent persons drawn from the academic side and not by the clerical staff as is being done at present in most of the cases. This could be possible only if sufficient staff for this work is provided to the officers of the inspecting officers.