

Occasional Papers

Academic Supervision in Secondary Schools School- based Approach for Quality Management

R. S. Tyagi



National University of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi-110016, INDIA

2011

Academic Supervision in Secondary Schools: School-Based Approach for Quality Management

R.S. Tyagi



National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)

August 2011

Contents

<i>Abstract</i>	1
Introduction	2
Present Scenario of Academic Supervision	3
Need of Reforms in Supervisory Practices	9
School-Based Academic Supervision	11
Role of a Principal and Reflection on School-Based Instructional Supervision	12
Need of the Study on School-based Instructional Supervision	14
Research Design	16
Extent of Supervision	17
Activity Profile of Heads of Sample Schools	25
School-Based Instructional Supervision and Academic Achievement of Students	27
Effect of School-based Instructional Supervision	29
Reflection and the Role of the Head of the School	37
Reflection by the Principal—Mainstay for Professional Development of Teachers	43
Monitoring of Professional Development Processes	46
School Autonomy and Accountability	47
Conclusions	50
References	52

Academic Supervision in Secondary Schools: School-Based Approach for Quality Management

R. S. Tyagi*

Abstract

This paper is based on a comparative study of selected government, private, and private-aided senior secondary schools in Delhi, Chhattisgarh, and Uttarakhand. This paper considers how academic supervision and support by educational authorities helps improve the teaching-learning process and the professional development of teachers. The paper examines how heads of government and private-aided institutions feel it is necessary to place emphasis on providing instructional supervision. They and their staff obtain little or no feedback or academic support from educational authorities in relation to the supervision of instruction. It also investigates how they improve the teaching-learning process and provide effective professional development of teachers at school level in this situation. The paper argues for effective school-based instructional supervision and support for the professional development of teachers by the heads. It discusses how principals – when supervising instruction – follow reflective practices in different situations. These situations include classroom observation, meetings, conferences, and deliberations with teachers. Effective instructional leadership by heads of institutions encourages teachers to collaborate and be involved in school-based professional development activities. The paper concludes by recommending various measures for strengthening the efforts of the heads of government and private-aided institutions in the light of the lack of academic support from educational authorities.

* Assistant Professor, Department of Educational Administration, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016.

Introduction

The quality of schooling is a matter of concern to all stakeholders in society: parents, teachers, and government at large. What makes a school good or bad depends upon the judgment that is made about its resources and activities. Inspection and supervision across the world has been considered a process of assessing the quality and performance of schools by internal and external evaluations. In recent years, many countries have re-examined their inspection and supervision systems in the face of demands that schools should be made more transparently accountable for the outcomes and standards that they achieve and, therefore, responsible for continuously assessing their performance.

Since its origin in the early nineteenth century in Britain, school supervision has been the main instrument of facilitating and ensuring quality improvement in schools. It started in the form of a systems' tool for monitoring by Her Majesty's Inspectors of Schools that was based on a top-to-down authority and control model, as well as on rules, regulations, acts, and codes. The new system, now available in the Office of Standard in Education (Ofsted) and the Office of Her Majesty's Chief Inspector in Wales, ensures that schools are inspected by teams which focus upon the parents' opinions about the school.

In India, the system of inspection came in vogue with the recommendations of Wood's Despatch of 1854, mainly for regulating the private-aided and missionary schools. Studies have shown that the purpose was to control and maintain the education system rather than its improvement and development. Its nature was authoritative, autocratic, and unscientific. In the beginning of the 20th Century, the concept of inspection was modified and came to be known as supervision. In the 1930s, however, the emphasis was shifted from rigid inspection to democratic supervision, and subsequently on human relations and cooperative efforts of supervisors and teachers, to bring about improvement in all school activities.

Research studies have shown that teachers and other educational functionaries perceived the terms 'inspection' and 'supervision' differently. Inspection has been referred to the system-based assessment and evaluation of schools, teachers and students.

It could be seen as a review and reporting on a school's work by the local authority personnel, inspectors, and advisors who play an important role in reviewing performance, with varying combinations of audit and support. Supervision, however, is more concerned with the assessment of academic aspects of an institution. School supervision since its origin in early nineteenth century, however, has been the main instruments of the quality improvement in schools. Tremendous changes have taken place over the years in its organization, functions, and objectives. Studies have shown that in several countries it is now recognized as a school-based activity and a mechanism for continuous school improvement, which can enhance teaching practices in ways that empower teachers, and facilitates students' learning.

Present Scenario of Academic Supervision

Less Time on School Visits

The country-wide studies conducted by NUEPA on administration of school education – first from 1973 to 1981, and again from 1991 to 2001 – found that district education officers were not able to visit the required number of senior secondary schools as per norm for inspection and supervision. The district education officers (DEOs) do have subordinate officers (like sub-district education officers) who provide support to schools, but these are specifically meant for subject supervision like Science and Mathematics. There is also a system of panel inspections in schools, but both the systems of subject supervision and panel inspections are almost absent mainly because of phenomenal growth in the education system. Table 1 indicates very interesting comparative results. The time spent on school visits for inspection and supervision by inspecting officers (DEOs) has declined enormously since the period of 1973-1981. The analysis of the activity profile of DEOs indicates that they devote very little time on inspection and supervision. The percentage of time spent on supervision of different aspects of schools ranges from the lowest – 12 percent in Himachal Pradesh – to a maximum of 34 percent, in Kerala. Most of their time is spent on non-academic and administrative functions like travelling, attending meetings, receiving visitors, court cases, office work, etc. The studies also reveal that the practice of subject supervision through panel inspection of schools is not followed by education officers as per norm.

Even when a school is visited by inspecting officers, they hardly observe academic aspects of school. They devote their time on administrative and financial aspects and, as a result, inspection is limited to the principal's office. Therefore, schools lack in respect of supervisory help and support for teaching and learning process, resulting in low quality of education.

Table 1
Activity Profile of District Education Officers
Time Spent on Different Activities during an Average Working Month

(Average working month of a DEO=100 percent)

State	Inspections		Traveling		Office work #		Any other*		Total
	1981	2001	1981	2001	1981	2001	1981	2001	
Bihar	22	17	10	17	61	50	7	16	100
Madhya Pradesh	18	17	11	7	65	54	6	21	100
Rajasthan	30	20	10	4	56	55	4	21	100
Uttar Pradesh	24	15	7	5	64	62	5	17	100
Karnataka	31	20	13	10	49	49	7	21	100
Kerala	43	34	12	13	41	36	4	16	100
Himachal Pradesh	25	12	10	6	59	72	6	10	100
Haryana	33	15	12	10	50	50	5	25	100
Punjab	26	10	8	11	56	70	10	9	100
Tripura	32	15	10	10	52	55	5	20	100
Mizoram	15	20	17	5	-	62	-	13	-
Tamil Nadu	39	-	11	-	47	-	3	-	-
Orissa	-	28	-	5	-	51	-	16	-
Delhi	32	14	8	-	53	-	7	-	-

Source: Second All India Survey of Educational Administration, 1991-2001, National University of Educational Planning and Administration, New Delhi.

Office work also includes receiving visitors and attending meetings, and litigation cases.

* Any other activity includes time spent on grant-in-aid, inquiries and complaints, and conducting board exams.

- Not Available.

Declining Enrolment and Outcome

The ultimate impact is the declining academic outcome of students in schools. Even recent trends indicate that the enrolment of government and private-aided schools is declining because of the low quality of education in schools. The parents those who can pay send their wards to private schools and it is found that government schools have

students only from the downtrodden sections of society – specifically those who cannot pay for the education of their children in private schools.

The data indicate that there were 1,52,049 recognized secondary (secondary and senior secondary/inter/pre-degree/junior colleges) institutions in the country in 2004-05 (MHRD: Selected Educational Statistics 2004-05). As per the trends of the management of secondary educational institutions, it seems it has been left to the mercy of the private sector where it is managed by non-government and voluntary organizations. In 2004-05, 58.95 percent (29.35% private-aided and 29.60% private unaided) of the secondary institutions were managed by private management bodies. Trends indicate that the increase in government institutions from 26.54 percent in 1973-74 to 33.12 percent in 2004-05 is lower as compared to the increase in private unaided institutions from 5.59 percent to 29.60 percent in the corresponding period. It further seems that the government is absolving itself from its responsibility of managing secondary education. The share of private-aided secondary and senior secondary institutions has also decreased considerably from 57.02 percent in 1973-74 to 29.35 percent in 2004-05. This is because a majority of state governments has stopped providing grants-in-aid to newer private institutions after 1990 (NUEPA studies 1991-2001). Again, the management of secondary education institutions by local bodies – including municipalities and Panchayati Raj Institutions – has also decreased from 10.85 percent to 7.93 percent in the above-mentioned period. Private-aided institutions or those receiving grants-in-aid are governed by the same well-defined rules as government institutions in terms of administration and financial allocations. Private unaided institutions are broadly governed by state education Acts and Rules of recognition, affiliation, and conditions for the allotment of land by public bodies. The secondary education institutions in the country has been mainly bifurcated into two segments, including expensive high quality public schools with higher fees and charges, and government and government-aided schools where education is provided free of charges and often of poor quality. Planning and managing better quality secondary education in the present circumstances is a matter of serious concern for educational planners and administrators. Research has shown that making education a responsive agent of social change is also becoming a serious challenge to the managers and administrators of education.

Norms of Inspections are Unrealistic

Table 2 indicates a very interesting scenario. It shows in major states the designation of inspecting officers, the norms for inspection, the number of secondary and senior secondary schools per inspecting officer, and the reasons why inspecting officers are not able to inspect the schools. One obvious reason why the district education officers are not able to provide academic support to schools is that the size of the education system has increased tremendously in terms of the number of institutions, scholars, and teachers. Almost in all the major states like Uttar Pradesh, Bihar, Gujarat, Madhya Pradesh, Punjab, Orissa, Kerala, and Tamil Nadu, there are norms that inspecting officers should visit each school every year. Some states like Delhi, Rajasthan, and Haryana have fixed a certain number of schools to be visited by inspecting officers per month. Table 2 also indicates the average number of schools per inspecting officer.

Absence of Professional Support to Teachers

How could an inspecting officer visit the number of schools as per norm when the average number of schools per inspecting officer is too large? For example, in Gujarat, he has to visit 288 senior secondary schools, in Uttar Pradesh 182, and in Madhya Pradesh 184, and even when they lack transport facilities because of inadequate funds, as several studies have found. The reasons are obvious as indicated in Table 2. These include too large an average number of schools with each inspecting officer, extra administrative responsibilities, long distance of schools, shortage of staff, lack of vehicles, insufficient budgetary provisions, strikes and meetings, heavy workload, and being forced by the authorities in other work like organizing fairs, political rallies, census, etc. Moreover, their time is taken by the litigation cases of teaching and non-teaching staff. Sometimes they have to face the contempt of court since, at the district level, there are hundreds of litigation cases of teaching and non-teaching staff that remain pending with different courts as revealed by the NUEPA state-wide studies on educational administration.

Table 2**Educational Authorities for Inspection and Supervision of Government and Private-Aided Secondary and Senior Secondary Schools in Major States in India**

States	Designation of Inspecting officer	No. of Avg. Seco./ Sr. Seco. Schools per DEO	No. of Govt. and Private-Aided Sec. and Sr. Sec. Schools to be Inspected as per Norms	Reasons for not Inspecting Schools
Rajasthan	District Education Officer	317	About 70 Schools in a year	<ul style="list-style-type: none"> • Average number of schools with each inspecting officer appears to be too large. • Extra administrative responsibilities, long distance of schools, shortage of staff, lack of vehicles, insufficient budgetary provisions, frequent meetings, strikes etc. • Shortage of time, heavy office work etc. • Officers are not able to inspect all schools due to the several other tasks than education. • Work load like, loan collection, rent collection etc. and lack of transportation.
Haryana	District Education Officer	274	10 Schools in a month	
Uttar Pradesh	District Inspector of Schools	182	Every Govt./Private-aided high school and intermediate colleges once in two years.	
Madhya Pradesh	District Education Officer	184	All Govt. Sec. and Sr. Sec. schools in a year	
Bihar	District Education Officer	98	All government Sec./Sr. Sec. schools and certain percentages of private-aided schools per year	
Gujarat	District Education Officer	208	All Sec./Sr. Secondary schools/per year 100 visits by inspecting teams	
Orissa*	District Inspector of Schools	288	All Secondary schools per year	
Punjab	District Education Officer	234	All Sec. and Sr. Sec. schools per year	
West Bengal	District Inspector of Schools	119	Minimum 5 Sec./Sr. Sec. schools per month	
Maharashtra	District Inspector of Schools	534	Minimum 20 Secondary schools per year	
Kerala	District Education Officer	174	All Sec. Schools per year	
Tamil Nadu	District Education Officer Chief Education Officer	140 103	All Govt./Private-aided high school per year. 103 Pvt. Aided /Govt. Sec./Sr. Sec. schools thrice in a year	
Himachal Pradesh	District Education Officer	195	45 % Sec. schools once in a year. 52 % Sr. Secondary schools twice a year	
Karnataka	Education Officer	437	50 schools per year	

Source: 1. Second All India Survey of Educational Administration 1991-2001, National University of Educational Planning and Administration, New Delhi.

2. Selected Educational Statistics, 2004-05, Ministry of Human Resource Development, Government of India, New Delhi.

* In Orissa, senior secondary classes are attached to degree colleges and governed by the Higher Education Council.

Therefore, it is not only that the average time spent on visits and number of schools by inspecting officers is very less (since he is involved in so many other activities) but also the size of the education system has expanded tremendously, which make the work of inspection and supervision of schools quite difficult. All these things make it impossible for an inspecting officer to provide academic supervisory support to secondary and senior secondary schools. Academic supervision by district education authorities is almost absent. As a result, there occurs a gap between the system and the schools. And all the heads of schools remain unsupported. Further, the district education officers are not provided induction training or in-service training since there is no mechanism of training for this purpose on different academic aspects of education. State-wide studies, therefore, found that there is no feedback and academic support from district education officers to senior secondary schools for improvement in the teaching-learning process and professional support to teachers. This situation in India has led a wide gap between school and education authorities.

Wither Quality Improvement

Table 3 indicates that heads of institutions also do not find much time for internal supervision or classroom observation by themselves.

Not only do they devote most of the time on office work – and consequently less time is available for professional support to teachers and improvement in the teaching learning process -- but they are not trained either when they take the responsibility of school management. The question arises here that when there is neither external academic supervision by the education authorities, nor internal supervision by heads of the institutions, then who will take the responsibility of quality improvement in schools by providing academic support and feedback to teachers? The present paper indicates that the responsibility will fall on the heads of institutions, as world-wide trends are emerging in respect of the role of a head not only as a head or manager or leader, but more as an instructional leader.

Table 3
Activity Profile of Government School Heads
Time Spent on Different Activities during an Average Working Month

States/UTs	Time Spent on Various activities (%)					
	Supervision		Teaching		Administrative Work	
	<i>Secondary</i>	<i>Higher Secondary</i>	<i>Secondary</i>	<i>Higher Secondary</i>	<i>Secondary</i>	<i>Higher Secondary</i>
Andhra Pradesh	12.0	21.5	45	4	43	74.5
Goa	6.7	10.0	23.3	25.0	70.0	65.0
Haryana	17.0	21.0	29.0	18.0	54.0	61.0
Himachal Pradesh	17.0	20.0	29.0	20.0	54.0	60.0
Karnataka	14.0	15.0	31.0	20.0	55.0	65.0
Kerala	18.9	32.5	15.3	7.5	66.0	60.0
Madhya Pradesh	20.0	20.0	20.0	15.0	60.0	65.0
Mizoram	-	-	-	-	-	-
Punjab	16.3	17.9	24.1	17.6	59.6	64.5
Rajasthan	14.0	16.5	24.5	14.0	61.5	65.5
Sikkim	10.0	15.0	30.0	25	60.0	60.0
Tripura	-	-	-	-	-	-
A & N Islands	31.0	40.0	20.0	10.0	49.0	50.0
Chandigarh	20.0	-	25.0	-	-	-
Lakshadweep	16.0	-	36.0	-	-	-

Source: Studies of Educational Administration in various States and UTs/ NUEPA, 1991-2001.

Need of Reforms in Supervisory Practices

While both external and internal evaluations of schools are important, recent research and the empirical evidence in the Indian context -- as discussed above -- have shown that there is a considerable decline in external supervision practices by educational administrators, particularly in academic supervision, which has a direct bearing on improvement in the teaching-learning practices and the overall quality of school. It is, therefore, necessary that the supervisory systems and procedures need to be rethought so that they respond to the quality concerns of school education. There is need to reform school supervision, by changing its mandate – from inspection to support and professional development. The key to an institution’s successful functioning probably lies in getting the balance right between delegation to, supervision over, and support of staff.

In this perspective, it is imperative that school autonomy and decentralization, as several international research studies indicate, put the school principal at the heart of quality improvement. Autonomy should be integrated with monitoring mechanisms. Further, an integrated accountability framework needs to be developed, which links the different actors to whom the school and the teachers are responsible: the students, administration, community and the public at large.

The above discussion makes it clear that in place of system-based school-supervision for quality improvement, which is almost absent in government and private-aided senior secondary schools, there is a need to take initiatives for school-based instructional supervision by heads of institutions. School-based instructional supervision will not be a new phenomenon. But in this process the heads of institutions will give more emphasis on supporting the teaching-learning process and professional development of teachers, external supervision by education authorities will continue to observe policy guidelines of education and audit of several other aspects of school management.

The need for school-based instructional supervision in India was felt by educationists and researchers much earlier. The shift to school-based management was advocated because top-down models have not been successful. Since each school operates in a unique context, an effective system of ensuring greater accountability on the part of the school for what it does should be developed. The ultimate aim of the head of an institution should, of course, be improving instruction to ensure better education (Shukla, 1983). The progress of the learner should be seen as the final indicator of the success of the work of the head of school (Govinda *et al.* 1999). Recent research indicates that effective professional development for teachers must be continuous and ongoing (Mehrotra, 2005). This would be more effective if it is school-based and sensitive to teachers' learning needs. Successful schools are characterized as those that have a clear sense of purpose, strong instructional leadership, true professionalism among the staff, and ambitious academic programmes.

Supervisory systems and procedures need to be rethought so that they respond to the quality concerns of school education (MacBeath *et al.* 2002). Supervision and

inspection practices worldwide indicate that it is the head of school and his leadership qualities that continuously contribute to the development and growth of an institution through higher learning and student outcome. Tom Sergiovanni (2001) emphasized that effective leaders have a better understanding of how the worlds of schooling and leadership work. The head of an institution as a leader must understand that improvement of instruction is a goal-oriented direction that combines the school-wide needs with the personal growth needs of those involved. School-based instructional supervision by the head of the institution could provide an impetus to these indicators. The school-based instructional supervision as the studies have put it would include: finding gaps between the competence, and performance of teachers by continuous formative and summative evaluations and their school level professional support and development by the head of the institutions which would lead to an improvement in the teaching-learning process. It would lead to the higher academic achievement of the students.

In such school-based instructional supervision, a head acts as a guide, helper, and supporter, which are consistent with integrative, participatory leadership styles used by today's most effective principals. The concept of school-based supervision thus necessitates sensitivity to the needs of the individual teacher, much as good teaching requires attention to the needs of students.

The school-based supervision is emerging as an ongoing process to ensure continuous reflection, dialogue, analysis, and planning for improving teaching. Blasé and Blasé (1998) concluded from their study of effective instructional leaders that those principals who are most successful, plan carefully for teachers to have adequate feedback, information, and assistance for their professional growth and development.

School-based Academic Supervision

Accordingly, research on school-based instructional supervision, as indicated above, focuses on the following three operational areas.

- *Continuous formative evaluation* by providing help to teachers to improve their performance by establishing teacher-principal rapport, reflective practices, instructional conferences, classroom observation, and analysis of teaching and

learning, and application of findings and conclusions for providing further instructional support.

- ***Teacher self-evaluation or summative evaluation*** by rating and ranking teachers at one point of time, either in the beginning or at the end of the academic session of school. On the basis of this evaluation, teachers may reveal their existing performance and competencies and find out the areas where there is gap between the competence and performance.
- ***Professional development of teachers at school-based*** would require professional support activities on the basis of both summative and formative evaluations of teachers.

All the three variables of school-based supervision may have connectivity and a school can start the process anywhere. If it starts from professional development of teachers at school level, it can observe the teachers' performance through continuous formative evaluation. At the end of the year, the principal can conduct summative evaluation, and further on the basis of both kinds of evaluation, professional development activities can be conducted at school level by the heads of institutions. It will lead to a learning environment in school where everybody could learn, including teachers, head, students, community, and even the educational authorities.

Role of a Principal and Reflection on School-based Instructional Supervision

The reflective practices of principals as instructional leaders play an important role in improving the teaching-learning process and continuous professional development of teachers. Theories have emphasized the role of a principal as a facilitator who should provide resources for effective work, and for creating opportunities for teachers to engage them in dialogue and reflection. An important component of a principal's leadership is the recognition and clear acknowledgement of teachers. Principals reflect to teachers on their values and beliefs, about their roles as instructional leaders, and concepts, and apply their new knowledge and skills in real school context (Fenwick and Pierce, 2002).

The head of an institution is the key to building a better school. Thus, successful schools have a clear sense of purpose, strong instructional leadership, true

professionalism among the staff, and ambitious academic programmes. Studies have found that high achieving schools are positively correlated with strong instructional leaders. Reflection by the principal has been considered as an effective instrument of professional development (Genevieve Brown and Beverly, 1997, 2001, Fullan, 1994, Sergiovanni, 1995,). It necessitates the engagement of principals in thoughtful and careful reporting and analyses of past practices and experiences. This provides the principals valuable insights into their leadership progress. People learn best through their active involvement and through thinking. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development. Principals encourage teachers to involve themselves as learners—in much the same way they wish their students would. The capacity to reflect relates to how effectively individuals can learn from their personal experiences (Gupton Sandra Lee, 2003). Therefore, reflection provides a meaningful way for leaders to gain genuine understanding (Boud, D., et al. 1985).

Research indicates that effective instructional leadership is not something that principals will lend to their schools or teachers, but is something they will lend to themselves. They will focus less on changing others and more on letting others respond to the changes they make in their own behaviour (McEwan, Elaine K., 2001). It has been emphasized that leaders need to practice reflective thinking to meet emerging challenges. Reflective learning can assist teachers in acquiring the knowledge and skills to make better judgments in ambiguous situations (Densten, Lain L. et al. 2001). Through reflection, principals provoke in teachers the ability to notice odd and unexpected things, frame a puzzle or question from them, become curious, inquire and explore, and be willing to adjust student learning experiences accordingly (Blasé and Blasé, 2004).

The head needs to strike a balance, coordination, and understanding among different agencies concerning the institution so that it blossoms into a hub of knowledge and activities that benefit the teachers and students (Kumar, 2008). In school-based instructional supervision, a head should be knowledgeable and delegate some powers to other senior teachers or groups of teachers (Singhal, R. P., *et al.* 1986). Successful heads plan feedback, information, and assistance for the professional growth and development of teachers (Blasé and Blasé 1998). An organizational climate, marked by trust, mutual

respect, and a willingness to work collaboratively to solve problems, must be fostered by educational leaders (Nolan, Jr. *et al.* 2004).

A useful starting point in understanding how school leadership and its relationship to student learning is conceptualized from a policy perspective (in England) provided by the following extract from the OfSTED Framework (NCSL, 2001,P.1), which emphasizes the vital connection between what the leaders do and what happens in the classroom:

Effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of pupils. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through the systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by pupils.

Reflection is the essence of school-based instructional supervision. It is a complementary experience wherein both teacher and head acknowledge and use their collective expertise in teacher self-appraisal, finding gaps in teacher competencies, knowledge and skills, and provide the required support for their professional development.

Need of the Study on School-based Instructional Supervision

A critical analysis of the present system-based academic supervision reveals that the feedback from education authorities to government and private-aided senior secondary schools for improvement in teaching and learning is lacking. There is no supervisory support. On the other hand, heads of schools also have limited options for fully providing professional support to teachers for improvement in the teaching-learning process. The appropriateness of the present model of academic supervision has come under increasing scrutiny, particularly at the senior secondary level. Over time, the academic supervision of these schools by district education officers has deteriorated. Reservations are being expressed about the academic supervision or feedback given to the schools and their heads by educational authorities. There is an apparent gap in

providing guidance, help, and support for improvement in the teaching-learning process and the professional development of teachers. Consideration is being given to the development of other models. As early as in 1964, the Kothari Education Commission, while analyzing the reasons for the breakdown of the academic supervision programmes in most of the states, stressed the need to introduce a new system focusing on teacher development. Such supervision should involve demonstration teaching, observation lessons, organization of seminars, meetings, and workshops, guidance in preparation of institutional plans, etc.

Thus education authorities are not able to give feedback to heads about improvement in teaching-learning processes or on teachers. In this situation, the question arises: what should be the mechanism of academic support and supervision given to school? If given the freedom and support to do so, the heads would certainly strive to improve teaching and learning process and give professional support to teachers. School-based instructional supervision emphasizes improving the teaching-learning process and heads giving effective professional support to teachers. It explores the idea that the supervision process needs to be decentralized at the school-level to heads in government and private-aided senior secondary schools.

School-based instructional supervision and school-based management are not the same. The former emphasizes the continuous assessment, guidance, and support to teachers for their professional development and improvement in the teaching-learning process. The latter refers to managing of all the activities in school – including administration, finance, infrastructure, and school quality. Professional development activities include the kind of school-based support provided to teachers on the basis of identified gaps in the teaching-learning process like mentoring, counseling, etc. Many advocate that school supervision and support is indispensable to improving the quality of education (Argyris, C. 1993).

The above discussions make it clear that in place of system-based school-supervision for quality improvement – which is totally absent in government schools – there is need to take initiatives for school-based instructional supervision by heads of the institutions. While school-based instructional supervision by heads of institutions will emphasize support to teaching learning process and professional development of

teachers, external supervision by education authorities will continue to observe policy guidelines of education and audit of several other aspects of school management. This argument in this paper highlights the need for school-based supervision and quality of education in senior secondary schools.

Research Design

The main objectives of the study were: to study the present supervisory practices by the education authorities in senior secondary schools; to study school-based supervisory practices by heads of institutions; to find out the practices of teacher performance appraisal and professional development at school level; and to identify problems and suggest measures for the improvement in the school-based supervisory practices for improving quality. The methodology of the study was based on survey research, obtaining primary and secondary data through interviews, and document analysis. Open-ended questions and interviews were transcribed and inferences were drawn.

The samples were selected from three Indian States – Delhi, Chhattisgarh and Uttarakhand –in consultation with the state education authorities. Six districts – two from each state - were selected. Data and information were collected from 67 rural and urban representative senior secondary schools under three different types of management, as indicated in Table 4. In Chhattisgarh, the districts of Raipur and Sarguja; in Delhi, South District and South-west District; in Uttarakhand, the districts of Dehradun and Nainital were selected for the study. Data were collected by using two pre-designed open-ended questionnaires for heads and education officers. In both cases, questions were focused on different aspects of instructional supervision in senior secondary schools. Personal discussions were held with the heads. Their views were sought about the academic supervision done by education authorities (but only in the case of government and private-aided schools). Information was also collected from the documents and records available in schools and education offices.

Heads were asked to explain their approaches to school-based instructional supervision and establishing the instructional needs of teachers. Questions were asked regarding the processes of self-appraisal and classroom observation for finding gaps in

professional preparation and improvement in the teaching-learning process. This facilitated comparison among government, private-aided, and private schools in providing professional teacher development. Detailed discussions were held with the heads regarding their reflective practices and their impact on school-based instructional supervision. Emphasis was given to determine the needs of heads regarding the type of support government and private-aided schools would require in promoting more effective instructional supervision and teacher development. Similar questions were raised with directors of education and education officers at the district level. Discussions focused on the absence of systematic academic supervision. School-based instructional supervision by heads and different roles for education officers were also considered

Table 4
Sample Size

State	Government	Private-Aided	Private (Public) Schools	Total
Chhattisgarh	10	8	2	20
Delhi	7	15	5	27
Uttarakhand	10	8	2	20
Total	27	31	9	67

Extent of Supervision

The district education officers of Delhi, Uttarakhand and Chhattisgarh were interviewed in the study. They stated that the main objectives of school visits were: to supervise classroom teaching and teachers and other employee's attendance; assess new school developments; monitor settlement of disputes; and review financial matters. Feedback from their inspection reports, however, suggests that they dealt mainly with administrative and financial matters. Notionally, subordinate officers conducted academic (subject) supervision in schools through panels which comprise heads, subject specialists, and senior teachers. School heads, however, stated that inspection by panels is infrequent and, when done, panel members appeared to have little knowledge of their subjects.

District education officers in Delhi visit schools frequently compared to Uttarakhand and Chhattisgarh. Inspection reports made no reference to advising on the teachers' development. District education officers reported that, in Uttarakhand, about 150 senior secondary schools were inspected annually, and about 70 in Delhi, and almost the same number of schools in Chhattisgarh. Office records, however, suggest that these figures are inflated. The supposed norm is an annual visit to all senior secondary schools, which is not feasible. The District Education Officer in Uttarakhand, assisted by two Additional District Education Officers (elementary and secondary), have to inspect all primary and secondary schools, which is impossible.

Education officers have wide powers; even heads can be punished by the district education officers. This undermines relationships between schools and education authorities. There are instances when principals are punished by district education officers. The salary of a principal of the Government Inter College was stopped for his absence of duty without application, but no particular enquiry was conducted to find out why the principal was absent from the school. During personal interviews, district education officers mentioned that most of their time is spent in office work, including litigation cases. Such work involves recruitment and selection, pensions, gratuities, and the management of private-aided schools. They had no mechanism for redressing grievances and solving teachers' problems. This study found that such tasks wasted the energy, time, and money of the education authorities and teachers and students suffered. Their heavy and diverse workload does not allow time for education officers to conduct intensive academic supervision or provide support for teachers.

The district education officers of all the three states think that there is need for school-based academic supervision and professional development of teachers by the heads of institutions for providing help, support, and guidance through reflection and through a collaborative approach. In this respect, heads of the institutions will need some autonomy and resources in conducting teacher development activities at school level, but they argue that heads of schools must be accountable and send their regular progress report to the district education authorities. But they fear that some teachers are not ready to opt for modern techniques of teaching like computer and use of information technology.

Supervision is, therefore, at present, confined only to the scrutiny of administrative information collected from forms in the office of heads of institutions. Panel inspections and subject supervision systems are also non-existent. In short, supervision seldom impinges on classrooms, and is confined to fault-finding rather than offering constructive advice. Principals of both government and private-aided schools commented on the way district and other educational officers focused on inspection, paying no attention to academic supervision. A gap in academic support has been created; this is reflected in the views of heads about educational authorities.

Views of the Heads of Senior Secondary Schools on Supervision

Almost all the government school heads in the study in Delhi, Uttarakhand, and Chhattisgarh indicated that the district education officers supervise various aspects of schools - administrative, financial, and activities like games and sports – only once in a year. They also inspected the pass percentages of students, classroom teaching, cleanliness, and other aspects of school management. They spent one to two hours on their school visits. They provided routine advice for academic improvement and vague suggestions were given to the effect that certain teachers should improve their teaching. One government school head said that this was a formality, as only occasionally does a district education officer go to a class and asks some questions to the students and checks their work. Heads mentioned that the random checks used created fear in teachers' minds. Frustration and lack of trust on the part of teachers was created, not teacher development. Education officers perceived supervision as diagnosis, not guidance; even this was done only once a year in some, but not in all schools in a district. The absence of the supervisor as a knowledge provider and supporter was marked in such situations. For instance, a teacher may need help to sustain an innovation. No supervisory support was given about organizing classrooms differently, or promoting teacher-child and peer interaction or classroom management.

A principal of government senior secondary school on school-based supervision wrote:

The external supervision system at present has only remained a formality. As the education department does not have well qualified subject experts who can

supervise the lesson properly and in few cases the attitude of taking revenge in inspection against non-favourable teachers has also come to light.

The private-aided schools are also supervised by the heads themselves, senior teachers, and committees constituted by the management and the district education officers. Supervision by the education authorities is generally financial and relating to annual audit. Schools are mostly visited once annually. Private-aided schools appear to be more aware, compared with the government schools, of the value of school supervision for development. Management committees and heads of these schools were serious about supervision because they did it themselves. Two factors cause this: unlike government schools, they have a code of conduct for teachers; and financial aid for these schools is related to their academic performance, by which they are accountable to the government.

School-based Instructional Supervision by Heads of Schools

The concept of school-based instructional supervision emphasizes that a principal acts as a guide, helper, and supporter. This is consistent with integrative, participatory leadership styles used by today's most effective principals. It necessitates differentiation and sensitivity to the needs of the individual teacher, much as good teaching requires attention to the needs of students. A supervisor is not an administrator. He or she must listen to the needs of teachers. A government senior secondary school principal in the study writes in this perspective:

“School-based supervision is the need of the hour. With the changing scenario the school-based supervision placed our-self in the right track what is to be done what not to be done. Educational organizations ones considered as a sub-system of society, the heads of institutions and teachers are answerable to the society. School-based supervision placed confidence in teachers that the head of the institution is always at their back at any time of problem”.

The state-wise observations of heads of institutions regarding school-based instructional supervision are as follows:

In Delhi, the heads of government of senior secondary schools thought that the school-based instructional supervision does generate student learning as it creates discipline and learning in students. For this purpose, faculty meetings are held every last working day and procedures are discussed on how students will learn more effectively. Senior teachers guide junior ones in their better performance. The teams of senior and

junior teachers are made from time to time for preparing their subjects more effective and interesting teaching and learning. The instructional needs of teachers are identified by observation of work done by the teacher for all round development of the students. The teachers are required to prepare and submit the plan of class and topics to be covered in each class (period) so that the class of each subject will be completed in time. Teachers who are not found up to the mark are asked to observe the lessons of those teachers who are good in effective teaching-learning delivery. They are motivated and are made aware of their strengths to enable them to achieve better results. School-based instructional supervision provides opportunities to the teachers to improve them, which in turn facilitates better teaching performance.

The heads of private-aided senior secondary schools said that continuous school-based instructional supervision not only enhances the effectiveness of instructional delivery, but also keeps the students and teachers updated. It is possible to enrich collectively and individually all the members of the staff. Democratically using tools of supervision with the help of fellow teachers, students, and parents make transactions of school curriculum meaningful and effective. The principal himself involves intensively in interacting with the teachers and children, and also takes the help of senior and retired competent teachers to monitor the teaching-learning process. The teacher's performance is based on the delivery of content and communication, creativity, and capacity building ability amongst the children.

The heads of private schools said that school-based instructional supervision deals with physical, mental and moral attributes of each student. This makes instructional supervision more effective. In private schools, they continually supervise the teaching-learning process and try to enhance academic understanding amongst students. Senior teachers also help in dealing with problems of students. Observations of lessons/classes, subject-wise faculty meetings, in-service programmes, and outside experts help teachers in their development. Sensitizing sessions on communication skills are the kind of support and guidance that help effective teaching and learning. School-based instructional supervision, therefore, helps the school head to provide teachers with continuous guidance, support, and help; reflect with teachers; and organize school-based professional activities and curricular development like curricular activities, including

sports and games. Indicators of a teacher's low performance in private schools are identified through ineffective class control, pending or delayed work, falling academic results graphs of students, irregularity, ineffective time management, and increasing complaints from students and parents.

In Uttarakhand, heads of senior secondary schools under all the three types of management, i.e., government, private-aided, and private said that much more consideration is given to the school-based supervision. They think that without school-based instructional supervision, a better learning outcome of the school cannot be ensured. Supervision is the base to improve knowledge and discipline and maintain other activities in school. The teaching-learning process in school is supervised by principal and at times with the help of senior teachers. It is the process of enhancing the effectiveness of instructional delivery for a better learning outcome of students. It is helpful in enhancing the performance of students in sports and personality development activities.

As far as the approach for school-based supervision is concerned, the heads provided that through meetings, teachers and students are informed that the principal would come to the classroom and see the teaching techniques, methods, and discipline in the class. Supervision, interaction with students and teachers and with the parents is generally adopted as an approach for instructional supervision. Continuous guidance, support and help, meetings, reflection with teachers, curriculum development – including sports and games – are adopted as an approach. Heads considered that a sudden inspection of classes, and written documents of teachers regarding their teaching plans, is another kind of approach to improve the instructional supervision process in the classroom.

In Chhattisgarh, however, the situation of school-based instructional supervision is not very encouraging. Teachers hardly get the support from the head. Almost all the heads of institutions, however, stated that they supervise classes and give remarks on the teaching methodology, as also students' attention and interest in the lesson. Information is sought from students to provide help and support to those teachers whose performance is low. With the help of a senior teacher's team, the others are provided support and

guidance in an effective teaching-learning process. Instructional supervision is maintained in the form of personal meetings with the help of other teachers of the school. The instructional needs of a teacher are identified through the interest of students in the class, performance of a teacher/student, and the completion of work on time. The teachers are given instructions in monthly meetings. But it was found that teachers' development activities are not conducted by the heads. And if the performance of a teacher is not improving, he or she may even face continuous notice from the head of school for disciplinary action, instead of empathizing and finding the reasons for the gap in the teacher's performance and competence.

Classroom Observation by Heads of Schools

In Delhi, heads of institutions say that classroom observation is one of the best ways of observing a teacher's performance. It is done by keeping intervals in observations throughout the year. The teacher is made aware that observations can take place any time of the year. The supervisors enter the class and observe the lecture or can stand near the door of the class to observe. The way the teacher handles the class and the lecture will decide the performance. Through result analysis and student's parent feedback, HOD's and parallel teacher's feedback is taken and the performance is monitored. On the basis of overall performance in academics and co-curricular activities, a teacher has to undergo different activities like continuous interaction with teachers, proper job allocation, and observation of better class presentation by good teachers which will raise the confidence level of the concerned teacher. Effective time management and responsibility to handle different activities are ensured so that that the teacher develops his or her capacity in various activities.

Thus classroom observation is definitely a right kind of process for observing the performance of a teacher, especially of a low performing teacher. It leads to discussion with teachers on the areas he or she has to improve upon and this always helps in improving the presentation of the topic at hand in an interactive approach and in drawing students' attention towards learning. Counseling of teachers, along with periodic seminars in the school, is organized. A low performer teacher is sponsored to various programmes organized by different agencies.

The private-aided school heads stated that when the principal is equipped with feedback from students, parents and fellow teachers, classroom observation becomes meaningful. At random, and sometimes after proper announcement, the principal supervises the classes to assess: (I) content; (II) methodology used; (III) involvement of students, and various evaluation tools used for formative and diagnostic evaluation. Classroom observations are made sometimes by the principal personally, sometimes subject experts from outside, and at times by fellow teachers based on their feedback. Orientation programmes, seminars, brain storming sessions, etc. are conducted by the department for their professional development at school level. Through classroom observation and achievements made by his pupils' performance it is ensured that the teacher has developed capacities in various competencies.

Teachers are also guided and encouraged to attend more in-service programmes. The feedback of the training is taken in the form of discussions and reports by the teachers. Random classroom observation is done to check or monitor the subjectivity and curiosity, written and follow-up work, cleanliness of the class, and the sitting arrangement in the classroom. If the performance of a teacher is found below expectations, it leads to further observation in the classroom and other activities of the teacher. Classroom observation involves method of teaching, expression, analysis of the topic, and students' interest. Evaluation of teachers by the students should be implemented, which is essential to judge the performance of a teacher from the students' point of view. The suggestions are also welcomed from the students' side regarding improvement in classroom teaching by the concerned teacher.

In Uttarakhand also, classroom observation is the best process for observing the performance of a teacher. Teaching methods, student's homework, lesson plan of the teacher, and attention of the students are observed during classes. Sudden and surprise visits to the class is the kind of process for observing the performance of a teacher in the class. Discipline, black board work, and the use of charts and models are the other steps on which the performance of a teacher is decided. There is another way to judge the performance of a teacher in the classroom: a suggestion box is kept before the principal's room in which students and teachers are allowed to put their written suggestions about their difficulties and problems. On the basis of classroom observation, they are asked to

take the help of senior teachers, if they find any kind of difficulty. It is an effective process since observing the class helps determine to what extent the teacher is able to impress upon the students the topics with clarity. More emphasis is given on presentation and keenness of students' involvement.

Some of the heads of schools said that classroom observation is not sufficient. Some of the teachers do their duty only to pass time. Their activities are sleepy. So the result is zero, said a principal of the Government Inter College, Nainital. Another good process of monitoring instead of observing the classroom is by watching the copies (class work and homework) of the students, the weekly diary, and the monthly test's marks, which can decide the ability of a teacher.

In Chhattisgarh, some heads thought that the classroom observation is not a right kind of process, because both the teachers and students are disturbed during class hours when the class is observed. Most of the heads of schools, however, consider classroom observation a right kind of process for observing the performance of a teacher in the class. It helps in observing the delivery of lessons by the teachers and the attention of students in their teaching methods. The poor performance of a teacher is improved by organizing special classes. They are also given opportunities to learn from other teachers. A head of the institution mentioned that problems of teachers with poor performance in the class are shared. Educationists are called for special classes for teachers to train them and make them good teachers and learners. Those teachers who perform poorly in class are advised to study class lessons at home, and to take the help of senior teachers and experienced professionals.

Activity Profile of Heads of Sample Schools

In the school-based instructional supervision processes, all the heads were asked how much time they spent on different activities in school if their average working month is considered 100 per cent. Interestingly, government school heads spend more time on office work and teaching regular classes (as indicated in Table 5). They spend equal time on instructional supervision, meeting with education authorities, and on disciplinary matters. It may be seen that both private-aided and private schools' heads spend more time on instructional supervision, providing more help and guidance to teachers in the

teaching-learning process. They also spend more time in attending training programmes and conferences, as compared to government school principals, which help them in their professional growth. Government school heads on the other hand face problems like litigation cases of teachers and student discipline. Consequently, they are forced to spend much time on office work. A principal of private school mentioned:

“School-based supervision is very effective as it facilitates the constructive interaction between teachers and the head of institutions. It has a great help in realizing achievement of learning outcomes. Teaching-learning issues are properly addressed and resolved.”

Private schools granted autonomy to teachers to conduct experiments. They are rewarded from time to time, and the occasion is celebrated collectively, which helps them in creating a learning environment in school. In government schools, however, teacher awards are given by the state government, and the process of getting awards in a government system is very difficult for teachers. Government school principals are, therefore, comparatively less effective in using their leadership skills for motivating teachers. Though teachers are encouraged by giving them due recognition to their suggestions and implementing them in day-to-day functioning.

Table 5
Activity Profile of Heads of Schools

(Average working month=100%)

Activities	Percentage of Time Spent		
	Government Schools	Private-Aided School	Private (Public Schools) Schools
Office work	30	25	10
Meeting parents and public	05	10	15
Meeting with education authorities	10	10	05
Teaching regular classes	20	10	20
Instructional supervision	10	15	20
Disciplinary matters	10	05	05
Attending training programmes/conferences	05	10	10
Examinations	05	05	05
Others, if any	05	10	10

Source: Information Schedule for Heads of Institutions in the Study on School-based Supervision and Managing Quality in Senior Secondary School.

School-based Instructional Supervision and Academic Achievement of Students

Table 6 indicates the average trend of students' outcome in schools in the board examination under different managements. In government schools, the range of pass percentage is 50-80, which is lower than the private-aided (60-90) and private (95-100) schools, suggesting government schools are less effective. Perhaps this shows that government school heads made less effort on school-based instructional supervision. It may also reflect less academic supervision and support by educational authorities, and fewer improvements in teaching-learning processes and teachers' professional development. All type of resources— human, financial, and physical are lacking for the teaching-learning process in government schools. As the percentage increases from 50-80, it probably reflects an increasing trend in efforts for school-based supervision. In schools with higher percentages of passes, greater efforts seem to be made to improve the teaching-learning process, and vice versa. Despite scarcity of resources, such schools try to use more reflective practices in instructional supervision, as do their counterparts in private-aided and private schools. Private schools, which are managed by non-government and non-profit organizations, have more financial support as compared to government schools for strengthening facilities for improvement in the teaching-learning process. They also set the vision and mission for their schools. On the other hand, government schools not having the required financial resources for infrastructure development – and particularly the material aid for the teaching-learning process – struggle with low student outcome. Private schools indicated much better results and they do not depend upon the government machinery.

Table 6
Range of Average Pass Percentage of Senior Secondary Schools at Class XII

Year	Schools under different Management		
	Government Schools (%)	Private-aided Schools (%)	Private - Public Schools (%)
2004-05	50-80	60-90	95-100

Source: Information Schedule for heads of Institutions in the Study on School-based Supervision and Managing Quality in Senior Secondary School

All the heads in the sample emphasized that school-based instructional supervision by heads with the help of teachers is necessary. This includes three main categories of variables, which are again interwoven with reflective practices of heads. These are: (1) classroom observation, continuous guidance, support, and help, meetings, and conferences; (2) self-appraisal of teachers; and (3) organizing school-based professional support activities. On the basis of first two activities, professional development activities were conducted at the school level. Again, when teachers went through professional development processes, heads of schools monitored them to see whether they developed needed competencies in the teaching-learning process. Almost all the school heads considered their role to be significant; the head is a senior amongst equals. As ‘captain’ of the team, he is responsible for personal interaction, presentation of various talks where he uses his reflection, meeting staff individually and in groups, and providing academic and infrastructural support to teachers.

The government school heads considered school-based supervision to be an urgent need since teachers lack professional support from education officers. A changing scenario in school-based supervision placed them on the right track for what has to be done. School-based supervision reassured teachers; the head of the institution is always behind them when there are problems. Like government schools, private-aided school heads claimed that their school-based instructional supervision helps the teachers to achieve best practices in teaching-learning processes.

Impact of Educational Policy Reforms

The present education policy reforms in the country, however, led to educational development programmes like Sarva Shiksha Abhiyan, which has a direct impact on the quality of education, in terms of infrastructure, trained teachers, the teaching-learning process, and the curriculum. It is expected that all these will have a cascading effect on the quality of secondary education. The introduction of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the country for government secondary schools will further strengthen the quality of secondary education. RMSA ensures that all secondary schools have physical facilities, staff, and supplies – at least according to the prescribed standards – through financial support in the case of government/ local body and government- aided

schools, and appropriate regulatory mechanisms in the case of other schools. It further emphasizes decentralization of school education with adequate delegation of powers to local bodies and school management committees.

RMSA also has the provision of providing intensive training not only to teachers, but also the principals. The policy of training the heads of schools will cover, inter-alia, the development of “Leadership Capabilities”, including educational leadership that encompasses professional knowledge and understanding of the art of teaching and learning to inspire commitment and achieve quality outcomes for students. Personal leadership qualities will have the inner strength and qualities that underpin ethical and professional practice. Leadership training to the heads will enhance the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. It will require critical thinking, reasoned judgment, and wise decision-making. It would support continuous school improvement through effective management of human, financial, and physical resources. Principals build efficient and effective processes and structures to lead and manage high performing school communities. It is expected that these efforts of the government will provide impetus to the heads of schools, and enhance leadership skills for school-based instructional supervision, leading to quality improvement in education.

Effect of School-based Instructional Supervision

Table 7 indicates a comparative picture of school-based instructional supervision in different types of managements of schools. Private schools seem to be in a more advantaged situation as they have a strong system of school-based instructional supervision.

Table 7
Effect of School-based supervision

Government School	Private-Aided School	Private School
<p>School-based instructional supervision generated student learning and created discipline and learning in students.</p> <p>The instructional needs of teachers were identified by observation of work done by the teachers for all round development of the students.</p> <p>Teachers who were not found up to the mark were asked to observe the lessons of those teachers who are good in effective teaching learning delivery.</p>	<p>School-based supervision enhanced the effectiveness of instructional delivery and kept the students and teachers updated.</p> <p>It enriched - collectively and individually - all the members of the staff.</p> <p>The principal himself involved intensively in interacting with the teachers and children.</p> <p>School-based instructional supervision provided opportunities to teachers to improve them, which in turn facilitated better teaching performance.</p>	<p>Dealing with physical, mental and moral attributes of each student, it made instructional supervision effective.</p> <p>School-based instructional supervision enhanced academic understanding amongst students.</p> <p>Senior teachers also helped in how to deal with particular problems of the students.</p> <p>Observation of lessons/classes, subject-wise faculty meetings, and outside experts helped teachers in continuous guidance, support and reflection with teachers.</p> <p>Teaching learning process is supervised by principal, HOD's of the subject, and senior teachers.</p>

They have a system where senior teachers help junior teachers in instructional delivery. There is also a system of observation of classes of junior teachers by senior teachers, subject-wise faculty meetings, and inviting outside experts who provide teachers with continuous guidance and support. Teachers also learn from them how to reflect in the classroom while responding to students.

The principal of a private-aided senior secondary school, while interacting in the workshop on school-based instructional supervision in NUEPA, presented the case of total transformation of his school, as shown in Table 8. The school was in a miserable condition in 1996, when he took over as principal. The building was in a dilapidated condition and the board results were about 8% in classes X and XII. The school stood at E grade in the region. Within nine years, however, the efforts of the principal brought the school into A grade, with higher board results ranging from 90%-100% in classes X and XII, respectively. The school got a new building with the strong advocacy done by the principal with the community and authorities for school development. The school-based

supervision efforts of the principal placed the school amongst the best schools in the region. This was all possible due to the unique role played by the principal as a leader and facilitator, as reflected from the Box.

Table 8
Transformation of the Chitragupta Inter College, Muradabad, Uttar Pradesh
through School-based Instructional Supervision by the Head

1996	2005
<ul style="list-style-type: none"> ▪ Till 1996, the school was in a miserable condition. ▪ Building in dilapidated condition, ▪ Board Result was about 8% in classes X and XII. ▪ Enrolment was 450 with only 13 teachers. ▪ School was in E grade in the region in all respects. ▪ A new principal joined in 1996. ▪ School is situated in the outskirts of a district where majority of the people are poor. ▪ There was no supervision by authorities during the last two years. 	<ul style="list-style-type: none"> ▪ By 2005, the school came in A grade. ▪ New building with good infrastructure facilities, classrooms, laboratories, workshops, computers and internet. ▪ Board results were 90%-100%. ▪ Enrolment reached 1574 with 31 teachers. ▪ Students excelled not only at district, regional, state, or country level, but one student participated in a cross-country race in China. ▪ Parents want their wards to get admitted in this school.
Stage I	Stage II
<ul style="list-style-type: none"> ▪ Mission was to make the school equal to a public school and to take it to the top level in the region. ▪ Admission is open for all, majority of the children belong to poor sections of society. ▪ Teachers, parents, and authorities were taken into confidence. ▪ Seminars were organized by inviting good teachers from inside and outside schools. ▪ Weekly debate of the students' houses with teachers. ▪ More teacher-student interaction out of classroom. ▪ Children were divided in groups as per their performance, from class X onwards, and given attention. 	<ul style="list-style-type: none"> ▪ Intra and inter subject-committee interaction. Head of the committee supervised the process. ▪ Meeting of committee supervisor and the principal. Principal visited classrooms and interacted with the children. ▪ Any teacher or student could meet the principal at any time. ▪ Teachers with low performance were encouraged by counseling, guidance, and story telling. ▪ The principal in first interaction with teachers said that he can say with pride that he was the teacher of such a school. ▪ Would you also like to say proudly that, yes, you are the teachers of this school?
Stage III	Stage IV
<ul style="list-style-type: none"> ▪ Teachers considered principal as a leader and within nine years, teachers feel proud that they are teachers of this school. ▪ Teachers worked in teams. ▪ Teachers were encouraged for action research. ▪ Teachers' awards and honours were celebrated in school at a function where students and all the stakeholders were invited. ▪ School, at present, is working as a unit. ▪ PTA is responsible for infrastructure development through the funds collected. ▪ Accountability to all the stake holders for high academic achievement. 	<ul style="list-style-type: none"> ▪ Teachers are encouraged for self-appraisal and finding the areas for further development. ▪ Following teacher self-appraisal professional development activities are conducted. ▪ Peer coaching, story-telling, brainstorming, visits to other schools, group discussions, demonstration, lectures and talks by experts, group activities. ▪ The school is today counted amongst the best schools in the region.

Making Teachers Learn

In school-based instructional supervision, it is necessary to know how teachers keep themselves updated by continuing to learn. How do they come to know society's concerns? The parent teacher association (PTA) has the major responsibility of conveying society's expectations about better learning outcome of students in school. In each quarter of the year, teacher, parents, and few community people are invited for open sessions. The teacher and parents share views on different issues and community people advise them about their expectations. The community is encouraged to improve the teaching- learning process in schools by organizing PTA meeting and rallies for creating awareness. Progress reports of students are regularly sent to guardians to make them aware of the learning outcome of the students in school. Parents are made aware of the need to provide a healthy academic environment to children at home and discuss frankly with the teacher their wards' problem areas in the subject concerned. Journals, magazines, and newsletters are prescribed to encourage continuous learning of teachers. Each teacher is given a chance in the morning assembly to speak about a particular topic or subject. A magazine is prescribed in which each teacher gives his ideas on the education policy and professional growth of teachers. Group discussions are encouraged. In private-aided schools, suggestions from experienced and skilled persons are invited in the meeting to improve the teaching learning process. Computer classes are introduced to make the teachers adapt themselves to the new methods of teaching.

Appreciation for Teachers — Some Examples

Appreciation, praise, and credit are given to teachers. The teachers providing quality results are honored at academic gatherings. They are awarded commendation certificates and recommended for regional/national awards. The school presents honors and award to exceptionally good teachers on Teacher's Day or New Year's Day. Tables 9, 10, and 11 indicate the efforts made by government, government-aided and private schools, respectively, for making teachers learn.

Table 9
Making Teachers Learn – A Case of Delhi Schools (Government)

S.N	School Name	Government schools			
		Better learning outcome of students.	Continuous learning of teachers	Appreciation method for teacher	Litigation cases
1	S.K.V No.2, Mehrauli, New Delhi-30	Regular PTA's are organized and suggestions are sought from parents. Staff meeting is organized once a month and problems relating to various aspects are discussed. Local NGO's, social workers, RWA president, etc. are invited to discuss the improvement that make better learning outcome of students in respect of society's expectations	Nil	Giving the appreciation report in ACR. Praising in staff meetings. Honoring at annual day function	No
2	Govt. Sarvodaya Co-ed Vidayalya, Rohini, Delhi	PTA meetings, especially for the board class students, are held from time to time for better learning outcome of students in school	Journals, magazines and newsletters are prescribed in school for enhancing professional growth of teachers.	Appreciation by principal in words.	No
3	SKV, Darya Ganj, Delhi	PTA meetings, especially for the board class students, are held from time to time and support of parents and their role towards students' academic progress is emphasized for better learning outcome of students in school	Education Times, a supplement of the <i>Hindustan Times</i> , are subscribed by the school and also some science journals to encourage continuous learning of teachers.	The detail and excellent work is brought to the notice of others.	No
4	SKV No 1, Sarojni Nagar, Delhi	Through parent teacher meetings, the expectations of society are understood. Parents free to meet the teachers as well as principal at fixed times, like last working day to teachers, and between 8-10 a.m. on any working day to principal. Community is requested to give their opinion about their ward, as well as all performance of school.	Magazines are available for teachers in library. If teachers ask for particular books, then it is made available to them.	Appreciation is given to the teacher for better performance by announcing his/her name in staff meetings, assembly, and on functions and PTA meetings.	No

5	K.B.V, Ishwar Nagar, Delhi	Nil	Library is the best place for gaining professional growth. Teachers are also encouraged to read and keep their knowledge up to date by reading newspapers, educational journals, etc.	Appreciation in staff meetings and at school functions.	No
6	S.K.V No. 2, Madi Pur, Delhi	When education is made society-need-based, then it is more easily understood and accepted. People from the community can be called for interaction, dialogue or lecture, so that their insight/needs/expectations etc. can be understood and conveyed	Nil	Appreciation in monthly meetings. A good and encouraging note in teacher's diary	No
7	Air Force Bal Bharti School, Lodhi Road, Delhi	Nil	Library	Appreciation in front of others	Yes
8	S.K.V, Mahipal Pur, Delhi	To give better results and values	All journals, magazines, newsletters, and books from C.B.S.E	To give appreciation letter	No
9	GGSS School, No 1 Tagore Garden, Delhi	Parents, local bodies, members of Vidyalaya Kalyan Samiti, all these contribute society, which play an important role in observing the learning process of the institute and give suggestions for betterment from time to time	Nil	Good/better performers are also appreciated and rewarded by issuing commendation letter, vocal appreciation, and during celebration of annual day; their names are also forwarded/ recommended for state award/Indira Award/ other awards of excellence	No
10	Kendriya Vidyalaya, R.K Puram, Delhi	Through parent-teacher meeting. Interacting with parents separately	Nil	Incentives or appreciation is provided to teacher.	No
11	Rajkiya Sarvodaya Baal Vidyalaya, Delhi	Full cooperation's on the side of parents as well as PTA and VKS members who are invited to discuss their wards' progress	Various magazines, periodicals and books are prescribed in school for enhancing professional growth of teachers	In staff meeting, such teacher performance is acknowledged and impressed that their efforts have brought glory to the institute	Yes
12	Air Force Golden Jubilee Institue, Delhi	Communication with parents during PTA meetings	Large number of Journals, magazines and newsletters are prescribed in school library	Recommended for award.	No

Table 10
Private-Aided Schools

S.N	School Name				
		Better learning outcome of students	Continuous learning of teachers	Appreciation method for teacher	Litigation cases
1	CRPF Public School, Rohini Delhi	Parents are very important partners in the process of transaction of the school curriculum. School has open door policy, any time, and any parent with or without prior appointment may visit the school. They interact with the concerned teachers, faculty heads, teacher in charge, and principal to share feedback which they have about various activities in the school. This, in turn, enables the school to understand societal expectations and concerns.	Weekly meetings of entire staff held to make them aware about various educational programmes taking place. Teachers are provided with latest requisite literature, journals, and magazines. Teachers get opportunity to have interaction with different subject experts and educationists.	When teachers perform better, they are provided with additional responsibilities and autonomy to conduct experiments in the field of education. They are provided with special forms to write notes and reports, and present the same before the faculty, staff and - at times experts from outside.	No
2	Balwant Rai Mehta Vidya Bhawan, Lajpat Nagar, Delhi	By holding open day.	Latest journals and magazines, e.g., Physics Today, Chemistry Today, Biology Today, Economic Times, Financial Express, and Business India are prescribed.	Appreciation	Yes
3		Through meetings with PTA's, Open Day Session once in two months, and class-wise parents' meetings.	Magazine, journals, newspapers and books are subscribed for the continuous learning of the teachers.	Certificates are honored on the birth ceremony of the particular personality.	No
4		Through meetings with parents and teachers, better learning outcome is encouraged.	Journals, magazines, newspapers, and books are provided for the continuous learning of the teachers.	No method for reward.	No
5		PTA meetings try to gauge the expectations of the community and encourage it to participate in school activities.	Magazines and newspapers are provided for the continuous learning of the teachers.	The school awards to good performers on Teacher's Day or New Year's Day from its own budget.	No
6		The suggestions from experienced and skilled persons are invited in the meeting to improve the teaching-learning process amongst the students.	Seminars are organized to improve the teachers learning process. Also, journals, magazines, and newspapers are provided.	During various ceremonies, the teachers are awarded certificates.	No

Table 11
Private (Public) Schools

S.N	School Name	Better learning outcome of students	Continuous learning of teachers	Appreciation method for teacher
1	Guru Harkrishnan Public School, Punjabi Bagh, New Delhi	Regular parent-teacher meetings are conducted. Functions organized by the society are occasions used to interact with people and know their mind and suggestions are implemented.	Nil	Nil
2	Lancer's convent, Rohini, Delhi	Regular interaction with parents is essential to understand society's expectations and this is being maintained.	Nil	An appreciation in front of all concerned is good to boost teachers' enthusiasm and inspire all others.
3	Hamdard Public School, New Delhi	Nil	Through PTA- teacher enrichment programme in school. Journals, magazines and newsletters are prescribed in school to enhance professional growth of teachers.	Teachers are given reward of cash or office- letter at annual function.
4	S.L.S.D.A.V Public School, Mausam Vihar, Delhi	Not relevant	Nil	It is in the form of any public recognition, escalation in grades, promotion within permissible limit of D.A.V.

The above discussion on the effect of school-based instructional supervision and making teachers learn makes it imperative for a policy reform at government and private-aided secondary and senior secondary schools where the responsibility of academic supervision is entrusted with the heads of schools, with the devolution of academic and administrative powers. This can be achieved by developing and implementing a school improvement plan for academic achievement emphasizing the teaching-learning process and professional development of teachers. The heads should support the teaching-learning process and professional development of teachers to achieve higher academic output of students. The major thrust needs to be on the importance of strong instructional leadership, especially by the head, in achieving school accountability and its effective quality of education. In instructional leadership, the challenge for a principal is how to create a worthy vision and how to motivate and inspire students, teachers, and parents towards that vision. The heads must focus on learning. They need to delegate, facilitate, and collaborate to maximize the amount of time they have available to focus on

instructional issues. In school-based instructional supervision, the heads work constantly to help teachers develop and express themselves through collaborative and collegial relationships. Value and promote teachers working in teams, and willingly give responsibility for decision-making to these teams. The most powerful force of student learning is the collective energy, wisdom, and will of all the teachers in the learning community that is the school.

Reflection and the Role of the Head of the School

It is obvious not only from this study but also from other studies at the national and international levels that through reflective dialogue, heads and teachers continue their thinking, make their professional knowledge explicit, and explore complicated matters. Ultimately, they solve teaching problems by making sense of their thoughts and behaviour. A capable head always strives to support teachers and encourages them through collaborative dialogue that helps develop instructional skills and practical knowledge.

Almost all the heads in the study considered that reflection, while acknowledging the performance of a teacher and appreciating his innovative teaching methods in staff meetings is one of the best ways to enable and encourage other teachers to follow his example. They said that reflective practice is a better approach of solving problems by establishing good relationship with the guardians and authorities of the school. Private schools' heads believed that good results in board examinations are celebrated with managing committee members, teachers, and staff and the performance of teachers is highlighted in achieving the result.

So reflection plays an important role in observing classes, and in dialogue with the teachers, praising and encouraging them. It is inferred from past experiences that to improve the academic field, teachers are guided to help and test the weak students. Meeting with parents is organized so that they may have the knowledge of their ward's achievements, failures, and weaknesses. In one of the private schools, gold and silver medals are provided to the children who secure the highest marks in the high school and intermediate examinations. Even in the home exams, students are rewarded for their excellent performance to encourage other students. Organization of meetings, analysis of

work done by teachers and students, committees' responsiveness towards different activities are the day-to-day events used for reflection to provide help and support to teachers and staff. It is a better approach to identify problems and solve them effectively. The principal is a key person for an institution. He should play a role model in his school. Based on experience, the principal tries to provide help and support and motivate teachers. With lessons taken from the past, he can work for the development of a school and convert it into an institution of excellence. A government school head in the study said that all the teachers are taken into consideration while taking a decision for the welfare of the school.

All heads of institutions in this study had no doubt that reflection is an inference of past experience, events, and practices. Motivation and encouragement for every creative and innovative work undertaken by the teacher has always made a big difference to his instructional quality. The achievement of teachers is highlighted on important occasions. Work experience and reflection helps in choosing a course of action and guiding others to follow the systematic way. Practicing reflection is, therefore, really a better approach of encouraging teachers and solving problems.

Reflection for Professional Development through Classroom Observation

The assessment of a teacher's performance in the classroom is considered an essential ingredient of the performance appraisal process. The purpose of classroom observation should be to provide evidence of the quality of the teaching-learning process including the identification of good practices and weaknesses that need to be addressed. Classroom observation can be made more effective by creating an environment where positive feedback is promoted and fear of criticism is eliminated. Heads need to encourage and engage teachers in dialogue about their classroom instruction. Classroom instruction then becomes a learning experience for the student, teacher, and the principal.

Heads of both government and private-aided schools considered classroom observation as an essential tool of professional development of teachers and improving the teaching-learning process. Even in private schools, the study found that the practice of classroom observation is followed frequently and periodically, as compared to government and private-aided schools. The heads of institutions consider that it is

essential during classroom observation to find out whether the students are participative and communicative. Different skills of teaching used by teachers can be observed. When new teachers are appointed, observation acts as a guidance, help and support.

All the principals of private schools said that after teacher evaluation on the basis of classroom observation, if necessary, areas of deficiency are thoroughly discussed in a cordial atmosphere, and then they are asked to attend teachers' orientation camps. Principals also observed classes taken by vibrant and experienced teachers. They have to ensure that through the process of professional development, teachers develop the competencies in different performance areas of teaching and learning. Teachers are judged on the basis of methods of arranging seminars; type of projects and assignments that they give; how they identify slow learners in the class; steps taken by teachers for their effective participation in school functions; urge to update their resource base; open-minded approaches in learning from others, and from students, too; delegation of the responsibility in different areas; notebooks of students; and opinion of heads and students.

It was found that while observing classes, different principals use different approaches. In a personal discussion, a government school head said:

“Before classroom observation, besides the observation of board examination results of the class, he asks the students about the teacher’s performance – his way of teaching, talking, laughing, and walking. He does this exercise in school in a cyclic manner for each class and then decides the classroom observation of teachers on the priority basis as which teacher requires competency building on urgent basis”.

The majority of the heads said that when the principal is equipped with the feedback from students, parents, and fellow teachers regarding performance of teachers, classroom observation becomes meaningful. About 50 percent of principals said that classroom observation is a good process if it is rightly planned and implemented, and feedback generated. They observed a teacher when: he or she got good ratings from pupils; got low ratings ; was teaching a lesson that is of interest to them; asks them to observe his/her classes; and is anxious about the impact of his/her teaching process.

The study found that heads used best reflective practices while discussing their findings in classroom observation. The majority of principals said they make teams of

senior teachers to guide and help other teachers and encourage peer supervision. All principals in the sample agree that observations are sometimes random on the basis of announcement for a specific period. Sometimes, surprise visits are conducted by subject experts from outside. The main indicators for identifying instructional needs are: student performance, comments of parents about teacher, teachers' behavior and incompetence in the subject, lack of effective communication skills, poor reading habits, poor professional growth, short temperament, rigid approach, undesirable social behavior, and lack of commitment.

Some of the heads, however, considered that classroom observation is not a good approach for professional development of teachers. One principal said that classroom observation is not effective unless done randomly. The counseling and orientation of -- and workshop for -- teachers within and outside school are better approaches. Organization of staff meetings, meetings of PTA, and suggestions given by senior teachers and teaching of model plans are other approaches when classroom observation is not done.

A private school principal writes:

“Professionals are invited to interact with the teachers at least thrice in a year. Subject-wise workshops and seminars are held from time to time. The performance can be monitored on the basis of lesson plan, feedback from students, parents, and students. The performance can be judged by satisfaction of parents about teachers, courage of students, and examination results which are the best standards of teachers' performance”.

Another private school principal writes:

“Classroom observation is not the right kind of process always for observing the performance of teachers, but it does help in giving suggestions on how she could improve. I basically note in observation whether the teacher is able to involve all the students, whether she can manage the classroom well and the students are enjoying the lesson. How does she use teaching aids? What is her body language and enthusiasm level? Suggestions are made accordingly”.

Reflection of school heads, particularly regarding classroom observation, plays an important role in respect of personal interaction with teachers. Heads provide guidance through faculty heads; expert teachers from outside and other experts meet and discuss with the concerned teachers about areas where there is a need to improve. At times when

it is found that a large number of teachers lacks in particular skill or areas, special sessions are conducted by the principals as well as by experts from outside.

Reflection for Professional Development through Self-appraisal of Teachers

Supervision and appraisal are separate components, but are complementary to each other. While supervision is a formative evaluation providing reflection, continuous help, support, and guidance on the basis of observation and conferences, appraisal is considered summative evaluation—rating and ranking of teachers at one point of time. Both lead to professional development, and enhancing the knowledge, skills and competencies of teachers. All the schools in the sample prepared appraisal reports of teachers. In government and private-aided schools, however, it is the Annual Confidential Report (ACR) of teachers that provides documentary evidence of the performance when a teacher gets promotion, rewards, or other incentives. Sometimes, the report is also used to punish teachers if his or her performance is continuously coming low and almost all the indicators of performance appraisal are against them.

In private schools, there is the practice of teacher self-appraisal where a teacher is supposed to say that he needs his professional development on these performance areas. In a majority of the schools, appraisal of teacher is done by the school on the basis of certain indicators. These are competencies of a teacher to deliver and get desired goals, and to conduct experiments. Other main contents of the appraisal are: the subject knowledge and the ability to communicate to students; capacity not only to control but also to get respect from the students; ability to organize various programmes, and personal traits like punctuality, integrity, and behaviour.

Almost all the school heads considered that the role of the school principal is significant. As a senior amongst equals and as a captain of the team, the principal is responsible for personal interaction and presentation of various talks where he uses reflection, and meets teachers – individually and in groups – to provide academic and infrastructural support. Teachers are granted autonomy to conduct experiments in the field of education. In private schools, they are rewarded from time to time and the occasion is celebrated collectively, which helps them in creating a learning environment in school. But in government schools, teacher awards are given by the state government

on an annual basis, and the process of getting awards in a government system is very difficult for teachers. Even in the same school, other teachers feel that awards are not given to deserving teachers, which creates frustration and inferiority complex. All the principals, however, feel that helping teachers to take up various co-curricular activities and providing reference books and the latest technology in the form of computers is a very important task. In these activities, as mentioned by the principals, they use their reflective practices for continuous encouragement of teachers.

One principal writes:

“Guidance is the base of better relationship”. Another principal writes that “school-based supervision is very effective as it facilitates constructive interaction between the teachers and the head of institution. It has a great help in using in realizing achievement of learning outcomes. Teaching-learning issues are properly addressed and resolved”.

The principals of all the schools under different managements and in all the three states felt that they have been successful in motivating teachers to impart quality education to the children. Teachers are encouraged by giving them due recognition for their suggestions and implementing them in the day-to-day functioning and overall growth of the individuals. They feel that school-based supervision is helpful to share problems and issues regarding quality education in school since it ensures the establishment of academic excellence for raising the quality of academic performance. The study found that principals of government and private-aided schools also use more reflective practices than their counterparts in private schools. Principals indicated the better impact of reflection on the professional development of teachers and student outcome. Government and private-aided school principals mentioned that their reflective practices in school-based instructional supervision help teachers in punctuality, dedication, preparation of lesson plan, weekly diary, classroom observation, and interest of teachers in co-curricular activities.

Table 12 indicates a comparative system of teacher appraisal. It indicates that the appraisal system is more comprehensive in private schools than in government and private-aided schools, suggesting more areas of professional development of teachers. Private schools have a more comprehensive system of appraisal and, as a result, they are

more concerned with the professional development of teachers and its impact on students' outcome.

Table 12
Comparative System of Performance Appraisal of Teachers in
Government, Private-Aided, and Private Schools

Government Schools	Private-Aided Schools	Private Schools
<ul style="list-style-type: none"> ▪ Appraisal of teachers is based on Annual Confidential Reports only. The contents include: ▪ Regular supervision of teacher diary and inspection of class work; achievements; integrity and honesty; promptitude and initiative; whether private tuition taken or not; whether contributed any outstanding work. ▪ Grading – (1) poor; (2) Average; (3) Good; (4) V. Good; and (5) Outstanding. 	<ul style="list-style-type: none"> ▪ Competency of teachers to deliver to get desired goals. ▪ To conduct experiments and make aspirations of the curriculum to design students and society. ▪ This also includes the personality traits of teachers like punctuality and documentation. ▪ Encouragement and interest of teachers. ▪ Performance of students. ▪ By evaluating the works of the teachers. ▪ Group discussions and suggestions are other mechanisms of appraisal. ▪ The achievements in the field of co-curricular activities like Guide, Scout, Basket ball, Hockey, and Judo are the contents of appraisal. ▪ Teacher's appraisal is based on the performance of students. 	<ul style="list-style-type: none"> ▪ Yearly self-appraisal is an essential part of ACR. ▪ Academic performance of concerned students, behavior, and attitude towards colleagues, students, parents, and the profession. ▪ Teachers are appraised on teaching ability, handling class content, and the interesting way the lecture is held. ▪ The contents of appraisal includes: <ol style="list-style-type: none"> a. Self-appraisal proforma b. Teacher's planners-observation column. c. Result analysis sheets. d. Activities taken up in the year. e. Parents' interactions and response. f. Extra reading. g. Knowledge of current affairs. h. Intrapersonal relationship amongst staff members. i. Futuristic vision.

Reflection by the Principal — Mainstay for Professional Development of Teachers

The present research found that senior secondary school principals use reflective practice in different ways for teacher development like role modeling; they prepare a document to follow for reflective practice. They discuss the different activities with teachers and give them the opportunity to find out the best way to do it. They respect and trust teachers while suggesting to them improvements in their teaching-learning process. They introduce innovations in their schools for the professional development of teachers, impacting the teaching and ultimately enhancing the academic and physical excellence of schools.

The principals also learn and coordinate with other schools for learning innovations through reflection for the professional development of teachers. In some of the schools, it is conveyed to the teachers that self-study, thought process, and interaction are the three core areas of their reflection and action, which are necessary for teaching in the class. Early in the morning, a principal meets different classes by rotation and gets feedback. Similarly, timetables of faculty meetings, house meetings, and meetings of various committees are used to reflect on different programmes and policies of activities being carried out. The process of reflection begins with the individual and then with the group. The principals suggest that it gives psychological space and education, which leads to an open perspective, which in turn impacts thinking minds in the form of enquiry, analysis, and integration. It further leads to shared beliefs, goals, and practices, which reflects new insights and understanding. From here, a teacher can draw a programme of action and improve the student learning process.

A government school principal writes

“I, as a learner, developed a module and applied it to the teachers and students to change behaviour to attain (the) ultimate goal of my institution and perform better. The emphasis was on role modeling in practicing punctuality and regularity in teaching classes. The result of continuous praising and encouraging teachers produced good results in respect of punctuality and regularity. The impact of reflection was that the better position was got by the students not only in academic outcome, but in zonal, district, and state level participation in science fair and sports”.

A principal of private school writes

“I try to unveil new avenues and allow all teaching and non-teaching staff to add their vision to it so each day brings new reflections. I never snub my staff publicly. I call them to my office and talk to them with care, with authority, with emotions, with enquiring tone as the situation demands, but I never humiliate anyone and always try to reach the depth of the problem. I try myself to keep ahead of my sister institutions and neighborhood schools, so generally our teaching learning initiatives are followed by others. Similarly, I also take help from others and send my teachers to their schools to see how they are doing. I have developed team spirit in my school where senior teachers help junior teachers by mentoring, guiding, and counseling”.

The head of a private-aided school said:

“Teachers are given the right kind of exposure to meet other teachers of their disciplines from different schools and discuss about various programmes, which are common and unique. They also interact to find solutions individually and mutually to different concerns and areas, which in turn help teachers to explore and practice and have their proper professional development”.

Teachers also have the opportunity to interact with different subject experts and educationists. All principals in the sample feel that reflection is essential when suggestions are sought by teachers on the course of action to be taken while dealing with certain mischievous elements in the class and preparing students for competition. A majority of government school principals said that the academic performance has improved in the Board results since the emphasis on reflective practice. Reflection is used at the time of selection of new teachers and making the school timetable. It has been emphasized by the heads that motivation works as a pat of encouragement for every creative and innovative work undertaken by the teacher, which always makes a big difference to the instructional quality. Positive reflection also strengthens interpersonal understanding that is a must for drawing a true profile of the teachers.

A principal in a private-aided school mentioned:

“Under-performance of a teacher was a problem. Personal discussion was held with the teacher in a cordial atmosphere and I empathized with her. It was found that (the) problem was at home, which affected her working in school. Poor time management was the main cause. It was solved through the personal discussion with her and by visiting her home and, as a result, the performance of the teacher (was) enhanced to a great extent”.

A principal in a private school elaborated:

“The kind of evidence of a result of reflective practice in school is that the classes are regularly observed and good qualities of a teacher are discussed with the group of teachers for his appreciation and to encourage others. Appreciation letters are given to hard workers”.

Another private-aided school principal mentioned:

“I use reflection specifically in the morning assemblies, in staff meetings, and in personal meetings with the teachers. I encourage them to visit the homes of students if the students are facing any problem and collaborate with other teachers to solve the problems of teaching and learning. Emphasizing more on the action research, especially in Sciences, Maths, English, and Environmental Studies. I prefer personal contact with teachers and communicate trust on them”.

It was mentioned by a government school principal that

“When he joined the school in 2003 the moral of students was very low. I myself with the teachers started a discourse on different topics in the morning assembly where students came to know that what the teachers think about them. Students were also invited to speak on the topic like “how I could contribute to the society”. As a result awareness was created among the students and teachers and students came to know about the teachers’ perception. A better environment

created in school which helped me in generating trust and respect among teachers and students for each other”.

Private schools’ principals indicate better professional development of teachers than others. While private schools can generate resources on their own due to the high fees and other funds that they charge from students, government and government-aided schools have dearth of financial resources and inadequate infrastructure facilities like laboratory, library, and playground, which also have an impact upon the academic achievement of schools. The former have much independence and leverage in using their discretion for professional development of teachers than the latter.

Monitoring of Professional Development Processes

Through the reflective process, with continuous help, guidance, and support during conferences, meetings, and classroom observation of teachers, and on the basis of appraisal reports, professional development activities are conducted at school level -- particularly in private schools. These include: study circle, visit to other institutions, group activities, educational excursions, storytelling, guidance by faculty heads, role play, demonstration, mentoring, counseling, action research, subscribing to journals and magazines, inviting experts and professionals from outside, and encouraging teachers to join a distance education course for their professional growth.

Almost all the principals said that they monitor the performance of teachers after their professional development by observing their ‘belongingness’ to school, better relations with faculty, students, and parents, participation in other school activities, completion of syllabus with better time management, and their overall impression on school. Good results of the class/subject of the teacher are appreciated in almost all the schools. In some of the schools, when principals found a good methodology being used by a teacher, the teacher is asked to give a presentation to related subject teachers. This method has been found to be a morale-booster for good performers and low performers could derive benefit from it.

School Autonomy and Accountability

Autonomy

Successful Principals frequently extend autonomy to teachers with regard to decisions about instruction (e.g., the “how” of teaching) as well as programme development (e.g., content and instructional methods for subject areas and grade levels, or the “what” of teaching). Autonomy is based on a principal’s confidence and trust in the teachers’ professional development. Successful principals extend autonomy to motivate teachers, that is, to encourage independence and flexibility and allow them to do their level best and to encourage innovation in instruction. It creates a very relaxed atmosphere as teaching can be adjusted to individual needs. It encourages the constant search for ways to improve student performance. It leads to the freedom of decision-making for the classroom. A teacher can set high expectations for the students and design the workload to match them. In this perspective, it is imperative that school autonomy and decentralization – as several international research studies indicate – put the school principal at the heart of quality improvement. Autonomy should be integrated with the monitoring mechanism. Further, an integrated accountability framework needs to be developed, which links the different actors to whom the school and the teachers are responsible: the students, administration, community, and the public at large.

In the present study, questions were asked to the heads of senior secondary schools whether an institution should have decentralized authority or autonomy for implementing professional support activities for teachers for higher academic achievement, as well as an accountability mechanism for achieving the set goals. The heads of private institutions said that they already have the autonomy for continuous professional development of teachers as management of the schools emphasized higher academic achievement of the institution. The schools have ample financial powers to provide school-based professional support to teachers. They have seminar rooms and can call resource persons or send teachers to seminars and workshops. Teachers’ teaching-learning process is continuously observed along with the teacher self-appraisal. On this basis lack of competencies are identified and they are provided professional support. Teachers are sent for refresher courses or seminars or training programmes. Experts on the different aspects of teaching-learning are invited for interacting with teachers. In

private-aided schools, each and every faculty head and the in-charge of various house activities are granted autonomy to conduct various programmes and activities. They present their budgets in advance and allocation is made on the basis of quality and rates to procure the items that they require for various programmes. From time to time, they get feedback and are free to adopt and adapt any programme to meet the requirements and exigencies of the school. They also have a system of professional development of teachers.

The government school principals, however, feel that they do not have this kind of autonomy and they need the following things for their schools to make the school-based instructional supervision more effective.

1. Autonomy in administrative and financial powers.
2. Availability of teaching-learning materials.
3. Arrangements for educational visits of teachers and heads of institutions.
4. Training and retraining for principals in educational innovations and experiments.
5. Good teachers must be rewarded and the occasion celebrated by the heads.
6. Senior teachers must provide support to junior teachers. The district education authorities must support school-based instructional supervision by the head.
7. There should be a system of encouraging principals by the education authorities for their better performance in schools located in rural and remote areas. Good work done by the principals in schools of rural areas is hardly taken into account.
8. The problems of rural and urban area schools should not be measured by a common yardstick, since problems of rural area schools are more as compared to urban areas.
9. Teachers with better performance could be encouraged by starting incentives by the education authorities. These incentives may be additional casual leave, conferring honours, and giving appreciation letters.

Accountability

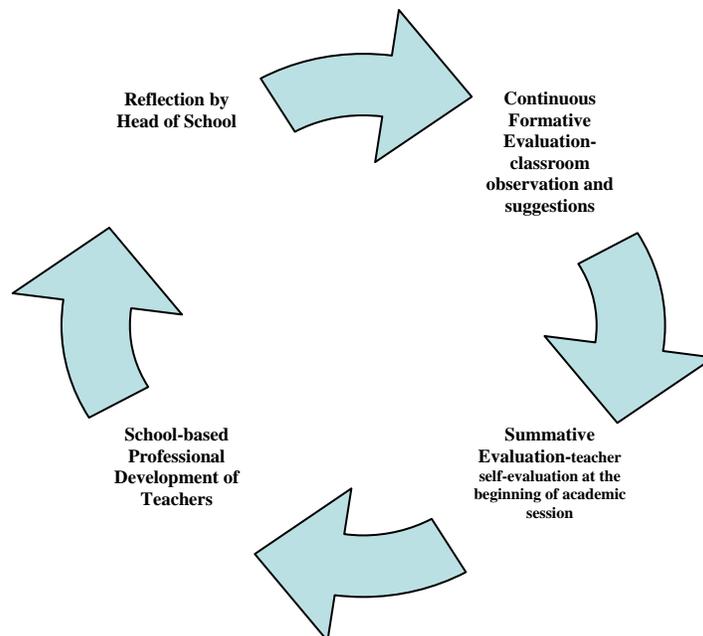
Research indicated that school accountability should be based on multiple criteria and should include school improvement. Such an approach to accountability would then itself be the most accountable. Systematic processes for ensuring that schools are appropriately focused on teaching and learning are well supported and documented in the research on organizational effectiveness. Accountability measures should be focused on those things which are important about schools, children, and learning. Assessing a school for the quality of its system's fundamental processes can be a very legitimate means of holding educators accountable in the short term, while the processes in place have the time needed to make changes that will ultimately impact student achievement in the long run. Real change and real accountability depend on a whole-school reform agenda, with a systematic plan that ensures continued interaction among faculty members at all levels and across disciplines.

Heads of the schools in this research were asked to explain what kind of accountability their schools and teachers have towards the community, parents, authorities, and students. Government school heads said that they have accountability towards parents and community by developing well-mannered, honest children with high moral values. Accountability towards authorities is producing good results and other activities performed up to certain levels of expectations. Towards students, a better work environment, trust, and understanding of human needs were crucial. Private-aided heads of schools said that all teachers are accountable to themselves. They set their goals and standards and are answerable to peer groups, students, parents, and faculty heads. The school takes responsibility for giving them moral social support. Accountability towards the community is by sensitizing them about current issues. Accountability towards parents is by bringing parents closer to the school. Accountability towards authorities is by realization of targets set by them. Accountability towards students is by helping them achieve excellence in academic as well as non-academic fields. In private school, besides the accountability towards authorities in following the educational policy guidelines, they have greater accountability towards the management and parents by achieving higher academic achievement of schools.

Conclusions

The role of education authorities in India, as shown by the findings of earlier research and the research reported in this paper has not indicated the delivery of supervisory support and guidance to teachers in government and private-aided senior secondary schools. India must move away from its inherited British system of supervision of schools by education authorities and redefine it for the present context. Transferring the academic supervisory role from education authorities to heads of schools is now necessary. The value of the head as instructional leader and facilitator has been generally recognized. School-based instructional supervision by heads could bring about and sustain the professional development of teachers. This is particularly needed in government and private-aided schools, which are lagging behind and face problems on several counts. Heads of private schools are doing well, as they command the resources needed for supporting the teaching-learning process. They also have freedom to organize competence-building programmes for teachers. Government and private-aided schools are denied these options. This, however, does not prove that only private schools can provide support for effectively developing teachers.

The following should be the school-based instructional supervision cycle:



Government and private-aided school heads need greater autonomy in exercising administrative, financial, and academic powers. They could thus use these powers to strengthen activities needed to provide support for school-based instructional supervision and teachers' professional development. These activities include: autonomy in mobilizing and utilizing financial and human resources; making available teaching-learning materials; arranging educational visits by teachers and heads; resourcing educational innovations; capacity building for heads in instructional leadership, and developing incentive schemes to motivate staff. Education officers should be more active in supporting heads and teachers to promote better performances in rural and remote area schools. Such changes would entail new roles for heads and education officers. These steps would give heads greater confidence and leverage for motivating and encouraging teachers to develop subject competence and professional growth. This would be reinforced by the reflective practices identified in this paper.

World-wide studies have emphasized that decentralized practices for supervising and providing support to teachers at school-level are highly successful. Unlike top-down models of supervision, decentralized support encourages teachers to participate in planning and decision-making for their professional development. This reinforces the need, in the Indian context, for the heads of government and private-aided schools to equip themselves with school-based instructional supervision practices and become more responsible for professionally developing teachers. Further debate is essential. How can school-based instructional supervision be strengthened in senior secondary schools, and how can associated problems be overcome? Additional studies are needed to establish how heads can be empowered to create mechanisms for fostering effective school-based instructional leadership in government and private-aided senior secondary schools.

References

- Argyris, C. (1993): *Knowledge for Action, A Guide to Overcoming Barriers to Organizational Change*. San Francisco, Jossey-Boss.
- Bhagia, N. M., Briggs, D. & Bhagia, S. (1990): *Educational Administration in India and Other Developing Countries – Challenges, Tasks and Training*. New Delhi, Concept Publishing Company.
- Blase, J. & Blase, J. (1998): *Handbook of Instructional Leadership – How Really Good Principals Promote Teaching and Learning*. California, Corwin Press, Thousand Oaks.
- _____ (2004): *Handbook of Instructional Leadership: How Successful Principals Promote Teaching and Learning*. California, Corwin Press, Thousand Oaks.
- Boud, D., Keogh, R. & Walker, D. (1985): *Reflection: Turning Experience into Learning*. London, Kogan Page.
- Densten, I. L., & Gray, H. J. (2001): Leadership Development and Reflection – What is the Connection? *International Journal of Educational Management*, 15(3), 119-124.
- Fenwick, L. & Pierce, M. (2002): *To Train or Educate: How Should the Next Generation of Principals be Prepared?* Washington, Harvard School of Education.
- Fullen, M. (1994): *Teacher Leadership: A failure to conceptualize*, in: D. R. Walling (Eds), *Teachers as Leaders*. Bloomington in Phi Delta Kappan Foundation.
- Genevieve, B. & Beverly, J. I. (1997, 2001): *The Principal Portfolio*. California, Corwin Press, Thousand Oaks.
- Govinda, R. & Shahjahan, T. (1999): *Quality Education Through School-based Supervision and Support – The Case of GSS Primary Schools in Bangladesh* (Paris, International Institute for Educational Planning).
- Gupton, S. L., (2003): *The Instruction Leadership Toolbox – A Handbook for Improving Practice*. California, Corwin Press, Thousand Oaks.
- Kumar, S. (2008): *Job Profile and Professional Growth of the Principals of the Government Senior Secondary Schools, Haryana*. Unpublished Study, Forum of Senior Citizens in Education, Panchkula, Haryana.
- MacBeath, J. & McGlynn A. (2002): *Self-evaluation – What’s in it for schools?* Abingdon, Routledge Falmer.
- McEwan, E. K., (2001): *7 Steps to Effective Instructional Leadership*. California Corwin Press, Thousand Oaks.
- Mehrotra, A. (2005): *Leadership Styles of Principals*. New Delhi, Mittal Publications.
- Ministry of Human Resource Development, Government of India (1986): *National Policy on Education and Programme of Action*. New Delhi.
- _____ Government of India, (1966): *Report of the Education Commission: 1964-66*. New Delhi.
- _____ Government of India, (2009): *Rashtriya Madhyamik Shiksha Abhiyan, A Scheme of Universalization of Access to, and Improvement of, Quality at the Secondary and Higher Secondary Stage*.
- National University of Educational Planning and Administration (NUEPA): (1973-81) *Country-wide Studies on Educational Administration – Structures, Processes and Systems: Unpublished Studies*. New Delhi.

- National University of Educational Planning and Administration (NUEPA), (1991-2001): Country-wide Studies on Educational Administration – Structures, Processes and Future Prospects. New Delhi, Vikas Publishing House.
- Nolan, Jr. J., and Hoover, L. A. (2004): Teacher Supervision and Evaluation – Theory Into Practice, (USA, Hermitage Publishing Services).
- OfSTED (2001): Framework, NCSL, London
- Sergiovanni, T. J. (1995): The Principalship – A Reflective Practice Perspective, Third Edition, Boston, Allyn and Bacon.
- Shukla, P. D. (1983): Administration of Education in India. New Delhi. Vikas Publishing House.
- Singhal, R. P., Bhagia, N. M., Kalpande, V. A. & Nair, T. K. D. (1986): School Inspection System – A Modern Approach. New Delhi, Vikas Publishing House.
- Singhal, R. P. (1983): Revitalizing School Complexes in India. New Delhi Concept.
- Tyagi, R. S. (2009): A Study on School-based Supervision for Managing Quality in Secondary Schools, NUEPA, New Delhi.
- Wood, Charles Sir (1854): Despatch Documents, London.

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

National University of Educational Planning and Administration (NUEPA) is an autonomous body which was upgraded by the Government of India from NIEPA (established in 1970) to a National University in the year 2006 for conferring the Degree on educational planning and administration, which was a successor to the erstwhile Unesco-sponsored Asian Institute of Educational Planning and Administration. The University is primarily concerned with improvements in policy, planning and management of education both at micro and macro levels. With this end in view it undertakes research, conducts studies, offers consultancy and advisory services and organises training programmes. The University is concerned with all levels of education. A significant aspect of the University's programmes has been the services that it has offered to the national and international community.

THE OCCASIONAL PAPERS SERIES

Occasional Papers Series is intended to diffuse the findings of the research work relating to various facets of educational planning and administration, carried out by the faculty of the NUEPA. The papers are referred to an expert in the field to ensure academic rigour and standards. Occasional Papers are circulated among a special group of scholars as well as planners and administrators to generate discussion on the subject.

The facts and figures stated, conclusions reached and views expressed in the occasional paper are of the author and should not be attributed to NUEPA.