Course title: Educational Supervision

Course No. Ed. PM 432 Full marks: 100

Nature of the course: Theoretical Pass marks: 35

Level: Bachelor (B. Ed.) Periods per week: 6

Year: III Time per period: 55 min

Teaching hours: 150

1. **Course Description**

This course aims at providing general knowledge about educational supervision to bachelor degree (B. Ed.) students. This course is designed to provide students basic concepts and principles of educational supervision and functional aspects of supervision system in Nepal. This course also provides supervisory skills and knowledge on recent trends in educational supervision to the students who have opted for this course as their areas of specialization.

1. **General objectives**

The general objectives of this course are as follows:

* To develop insight of educational supervision from different perspectives
* To explain and practice of approaches of educational supervision
* To explain the use of basic supervisory skills
* To enable the implication and functions of educational supervision.
* To explain the process and strategies of group processes in educational supervision.
* To develop supervisory qualities for personal and professionalism.
* To promote and practice of clinical supervision.
* To explore school supervision of selected federal countries.
* To acquire the supervisory role and responsibilities of different persons and institutions.
* To trace the historical evolution and practices of educational supervision in Nepal.

1. **Specific objectives and contents**

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| **Specific objectives** | **Contents** |
| Define and explain the concept, purposes and needs of educational supervision  Explain rationale of educational supervision   * Differentiate administrative vs. pedagogical supervision * Analyze the principles of modern supervision * List out the types of educational supervision   Trace the evolution of educational supervision | **Unit I: Changing concept and purposes of educational supervision (25)**  1.1.Meaning and definitions of educational supervision  1.2 Purpose and need of educational supervision  1.3 Rationale of educational supervision  1.4 Administrative vs pedagogical supervision  1.5 Principle of modern supervision  1.6 Types of educational supervision  1.7 Evolution of educational supervision |
| * Critically analyze the various approaches of educational supervision * Discuss the school-based supervision and competency-based approach   Clarify the various styles of educational supervision | * **Unit II: Approaches to educational supervision (15)** * 2.1 Power with approach * 2.2 Power over approach * 2.3 School based supervision * 2.4 Competency based approach * 2.5 Styles of educational supervision |
| List out and explain the basic supervisory skills  Find out the ways of releasing human potential. | **Unit III: Basic supervisory skills (10)**  3.1 Planning  3.2 Communication  3.3 Providing leadership  3.4 Releasing human potential |
| * Explain the functions of educational supervision   Describe the need of teacher development and support system | **Unit IV: Functions of educational supervision (15)**  4.1 Organization of school visits  4.2 Coordination  4.3 Inspection  4.4 Improving morale of teachers  4.5 Training and support  4.6 Guiding and counseling  4.7 Curriculum development, dissemination and implementation  4.8 Teacher development |
| * Identify the phases of group processes * Specify the values, conditions, limitations of group processes * Explain the close and distant supervision Discuss the role of supervisor in building rapport with schools and teachers | **Unit V: Group processes in educational supervision (15)**  5.1 Phases of group processes  5.2 Values and conditions for effective  group processes  5.3 Limitations of group processes  5.4 Close and distant supervision  5.5 Building rapport with schools and  Teachers |
| List out and describe the personal and professional qualities of a supervisor | **Unit VI: Qualities of a supervisor (6)**  6.1 Personal qualities  6.2 Professional qualities |
| * Explain the concept and describe the beginning of clinical supervision * Distinguish between general and clinical supervision * State the process and steps of clinical supervision   Explain the teacher-supervisor relationships in clinical supervision | **Unit VII: Clinical supervision (16)**  7.1 Beginning of clinical supervision  7.2 Difference between general and  clinical supervision  7.3 Process and steps clinical supervision  7.4 The teacher-supervisor relationships in  clinical supervision |
| * Explain the school supervision structure of selected countries. * State the supervision within federal structure system of India, Sri Lanka and USA | **Unit VIII: School supervision structure in selected federal countries (18)**  8.1 School supervision structure of India, Sri-Lanka and USA.  8.2 Supervision within federal system of the above countries. |
| Clarify the different roles and responsibilities of SS, RP, HT, SMC, PTA, and DOE in school supervision | **Unit IX: Supervisory roles and responsibilities (15)**  9.1 Head Teacher (HT)  9.2 School Management  Committee (SMC)  9.3 Parent Teacher Association (PTA)  9.4 Resource Person (RP)  9.5 School Supervisor (SS)  9.6 District Education Officer (DOE) |
| * Elaborate the supervision practices in pre-democratic period * Discuss the reforms and trends of supervisory practices in educational plans, commissions, programs, and projects   Critically analyze the problems and issues of school supervision in Nepal and suggest the ways of addressing them | **Unit X: Organization and practices of educational supervision system in Nepal (15)**  10.1 Historical evolution of supervisory  practices in Nepal   * Pre-democratic period up to 2007 B.S. * Post- democratic period: Reforms and trends of supervision in different commission, committee and plan (NNEPC, ARNEC, NESP, NEC and HLNEC)   10.2 School supervision in different  projects   * Seti Education for Rural Development Project (SERDP) * Basic and Primary Education Project I and II (BPEP I and II) * Education for All (EFA 2004-9) * School Sector Reform (SSR 2009-15) * School Sector Development plan (SSDP) * 10.3 Problems and issues of school   supervision in Nepal |

**4. Instructional techniques**

General as well as specific instructional techniques are used while teaching this course.

**4.1 General instructional techniques**

These techniques include lecture preferably with multi-media projector, discussion, and question-answer while using general instructional techniques. Brain storming techniques may be preferable. Most importantly, participatory interactive classroom activities are strongly recommended.

**4.2 Specific instructional techniques**

To promote experimental learning in this course, following specific instructional techniques are recommended for selected units to ensure students’ active participation in teaching learning process and making the teaching learning research oriented.

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| **Units** | **Specific Instructional techniques** |
| Unit I | The subject teacher provides thematic lecture on the topic and discussion methods |
| Unit II | Lecture method, library study and group discussion |
| Unit III and IV | Lecture method, issue based discussion and self-study techniques |
| Unit V | Simulation technique can be used to carry out the activities |
| Unit VI | Lecture method and group discussion |
| Unit VII | Library study and group discussion |
| Unit VIII | The students individually or in groups will prepare report of educational supervision in selected countries and present it in the class |
| Unit IX | The subject teacher present the main themes of the related topic and questions-answer techniques will conduct during the classroom. |
| Unit X | Provide opportunities for group work in each topic and also prepare a report on it and each student requiring him/her to present the report in the classroom |

1. **Evaluation Scheme**

The performance of the students will be evaluated on the basis of final examination which includes objectives, short and long answer questions. The type and number of questions to be included in the final examination is mentioned below:

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| **Nature of questions** | **Total questions to be asked** | **Number of questions to be answered** | **Weightage** |
| Group A: Multiple choice items | 20 | 20 x 1 mark | 20 marks |
| Group B:  Short answer questions | 8 with three choice questions | 8 x 7 marks | 56 marks |
| Group C:  Long answer questions | 2 with one choice questions | 2 x12 marks | 24 marks |
|  |  | Total | 1. rks |

1. **Recommended Books and Reference**

***Recommended Books***

Adams, H.P. & Dickey, F.G. (1975). *Basic principles of education, administration and supervision.* New York: American Book Company.

Adhikari, N.P. (2069). *Educational administration and supervision.* Kirtipur : Sunlight Publication.

Bulin, J.G. (1996). *Supervision.* USA: Houghton Miffin Company.

Cogan, M.L. (1973). *Clinical supervision.* Boston, USA: Houghton Miffin Company.

Goldring, B.B. & Sullivan, A.V. (1969). *International hand book of educational leadership and administration.* Boston, USA: Kulwer Academic Publishers.

Kochhar, S.K. (1981). *Successful supervision and inspection.* New Delhi: Sterling Publisher Pvt. Ltd.

Lesley, K. & Others (1999). *Professional development for educational management*. Philadelphia: Open University Press.

Wiles, K. (1975). *Supervision for better schools.* USA: Prentice-Hall Inc.

***References***

Aggrawal, J.C. (1994). *Educational administration, management and supervision.* New Delhi: Jaya Books Dept.

Basic and Primary Education Project -BPEP-II (1999-2004), *Program implication plan (main report).* Kathmandu: Ministry of Education.

Pandya, S.R. (2011). *Administration and management of education.* New Delhi: Himalayan Publishing House.

UNESCO (2007). *Alternatives models in reforming school supervision.* Paris: IIEP.

UNESCO (2007). *Management of supervisory work.* Paris: Author.

UNESCO (2007). *The organization of supervisors.* Paris: Author.

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