

8. IN-DEPTH ANALYSIS OF TEACHERS IN SCHOOL SET UP

A teacher is thought to be the prime source of wisdom and the giver of information. Similarly, teaching is mainly seen as transmission of the material from his/her note book to that of students. But with increased utilization of automated learning devices such as television, electronic learning, laboratories, computer terminals, dial access retrieval systems, and with the availability of quite a number of techniques, methods and media, and other models of teaching such as discussion, enquiry, concept teaching etc. the teacher is rapidly becoming a director or rather a facilitator of learning experiences. Teacher is now gradually moving away from the central position in the classroom, giving room for the pupils to occupy it. Greater stress is now being laid on learning by doing rather than by listening. Pupil centred and interactive methods are replacing traditional ways of teaching.

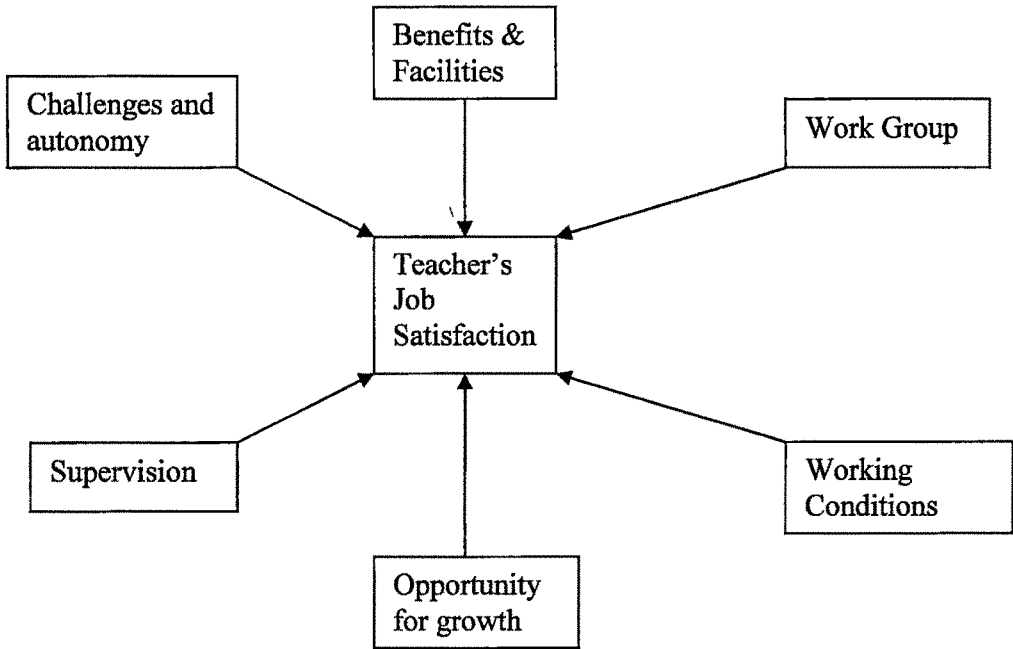
In spite of all these, the present day teacher is expected to carry out at least four important functions. The first of these is an executive or leader which involves leading, establishing of procedures, coordinating activities of others etc. The second function which a teacher is expected to perform is the interactive function of teaching, he/she is expected to select and use appropriate models of teaching. The third is that of organizational functions which expect a teacher to work with colleagues, parents and others. Lastly, a teacher is expected to provide assistance to students, in the form of counselling to overcome some of the difficulties that they face in adjusting to school conditions, and tasks.

If all these functions are to be performed effectively and efficiently, a teacher needs to possess several personal qualities and professional competencies. As a person, he should be friendly and cheerful, kind and sympathetic towards children, interested in pupil's requirements and patient with pupils who have difficulties. In addition, he/she should be hard-working, enthusiastic and should have specific objective in his/her outlook. As a professional, a teacher should know his/her job thoroughly, make his lessons interesting, involve the students actively in learning and use effective classroom management techniques, etc. He/she should have the

desire to continuously learn and thereby upgrade his academic and professional competency.

8.1 JOB SATISFACTION

Teachers are a pivot of educational structures. The sudden increase in the number of schools in Vadodara has raised concerns about retaining qualified teachers in schools. Thus it becomes imperative to ascertain that the teachers are satisfied with the work. Thus feedback from the teachers of both the schools (Twenty teachers of Gujarat public school and six teachers of the government school) was collected with the help of a formal questionnaire to check their satisfaction level (appendix 1). It could be noted that teacher’s job satisfaction is influenced by a number of variables like the benefits and facilities they get from the school, relation with their peer groups, subordinates and seniors, working Conditions, Opportunity for growth, Supervision and Challenging job.

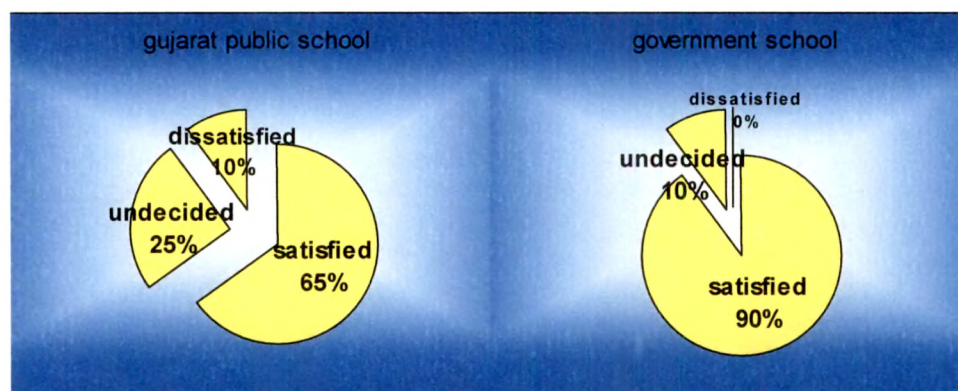


8.1.1 Benefits and facilities.

Benefits and facilities like remuneration, increments, commutation facility, promotions, facilities for the wards, house rent allowance, provident fund, gratuity, health benefits etc. give rise to internal satisfaction to the teachers. Working conditions commensurate with different incentives and benefits under the conditions of moderate challenge give rise to pleasure and satisfaction.

In Gujarat public school, 65% of the teachers are satisfied with the facilities and benefits provided by the school and 25% are undecided with respect to this attribute. However 10% are not at all satisfied with the benefits and facilities as their expectations do not match with the kind of benefits and facilities provided by the school.

The benefits and facilities I get from the school



Remuneration plays a significant role in influencing job satisfaction. This is because of two reasons. 1) Money is an important instrument in fulfilling ones needs and 2) employees often see pay as a reflection of management's concern for them. In GPS, the remuneration system is simple and transparent. As the system is transparent and based on job demands as well as individual skill level, the teachers try their best to show better results so as to get a match expected level of remuneration. Thus, the remuneration system introduced by the school also inspires efficiency and better teaching learning outcomes. It is not always necessary that the increment in wage will increase the satisfaction level.

In the government school, the line of wage is decided and directed accordingly by the state board and the school has to act upon the given wage slabs. The welfare of the employees becomes the principal deciding factor during fixation of wage in government schools. Thus the satisfaction level of the teachers in the government school is always on the higher side. As the salary structure is more or less pre decided and is known, the teachers who intend to join a government school are pretty clear about the remuneration they are going to get.

Facilities	Gujarat public school	Government school
Commutation facility	Y	N
House rent allowance	N	Y
Facility for wards education	Y	Y
Provident fund	Y	Y
Gratuity	N	Y
Health benefits	Y	Y
pension	N	Y
promotion	Y	Y

As the above table shows, some of the facilities like health benefits in GPS is considered to be the main incentive because GPS believes that the physical well being of a person can definitely give a positive outcome as the efficiency of a person increases if he is physically fit. Also the physical well being should match with dedication in order to give rise to maximum efficiency. Thus in addition to the leave policy framed by GPS, it also gives the health benefits like quarterly health checkup, talk by the doctors, yoga workshops and medical reimbursement. This is in turn also beneficial to the management as it can extract the maximum as it is said that a healthy body houses healthy mind. Other facilities like commutation, facility for wards education, provident fund and promotions at GPS increases the level of fulfilment of the teachers, thereby increasing greater willingness to invest personal energy which is always reflected in terms of performance.

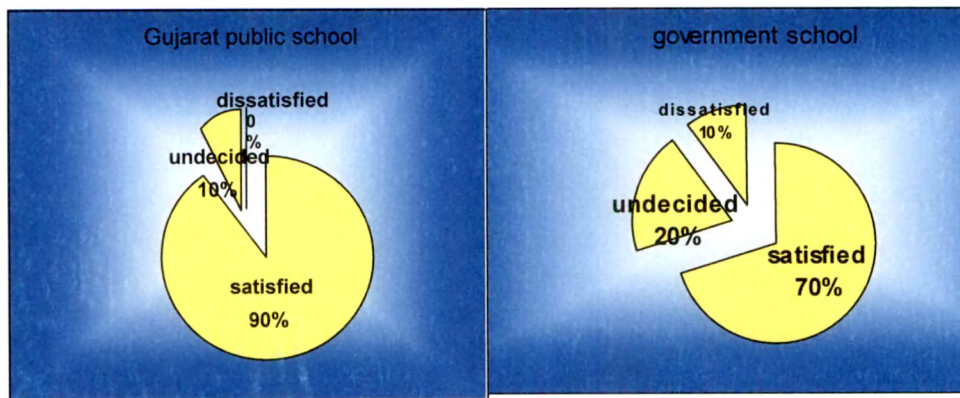
Pension is a very lucrative incentive for the teachers of the government schools because they are very much secured in terms of monetary well being even after the retirement. Other facilities like provident fund, house rent allowance, health benefits, gratuity and promotion at government school become additional motivating factors which gives rise to inner satisfaction.

8.1.2 Work group

Peer groups

The peer groups do serve as a source of satisfaction to the teachers. It does so primarily by providing each teacher with the opportunity for interaction with other teacher. And it goes without saying that most of the people on work need social interaction.

The way my peers get along with each other

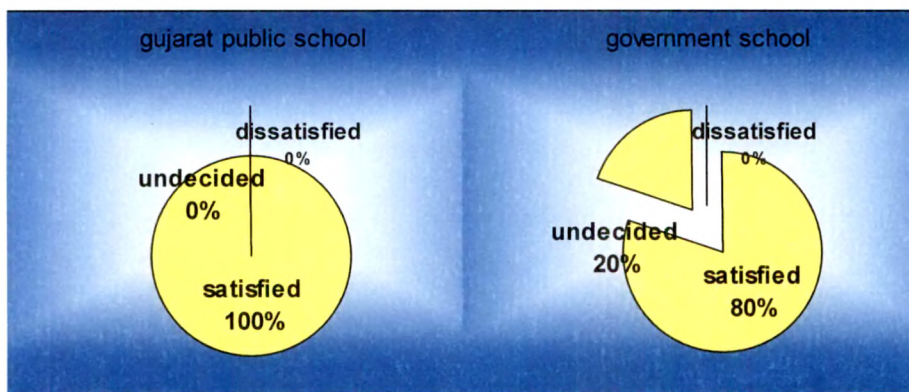


It can be inferred from the findings of the feedback from the teachers that 90% of the teachers at Gujarat Public School are satisfied with the way their peers interact with each other. However 10% of them were not able to decide. As against this 70% of the teachers in the government school were satisfied in terms of the same aspect, 20% of them were not able to decide and the rest 10% were not at all satisfied with the way their peer groups interact.

Approach and access of the principal

Principal plays a crucial role in any school. It becomes easy for the teachers to report to the principal if the principal is understanding and has a positive approach. Again the teachers might have a number of queries, so the process becomes smooth if the principal is easily accessible.

Approach and access of the principal



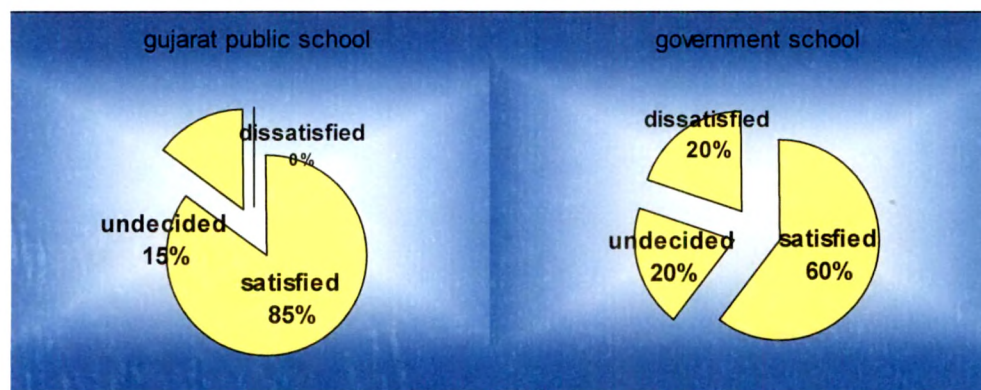
Principal at both the schools, Gujarat public school and the government school, keeps herself quite accessible. The principal at Gujarat public school is in constant touch with the teachers for even a small discussion and thus all the teachers are quite satisfied with the approach of the principal. Similarly even at the government school, most of the teachers are satisfied with the accessibility of the principal. There are hardly 7 teachers in the government school and one of them is the principal and thus the level of intimacy is more between the teachers and the principal.

Approach of the management

Management plays a very important role as far as the self-finance schools are considered because they are involved in the day to day working of the school and the interaction with the teachers is also on a higher scale as compared to the government school. As against this, the government schools are managed by the

education office and only the principal is responsible for the day to day working of the school.

Approach of the management

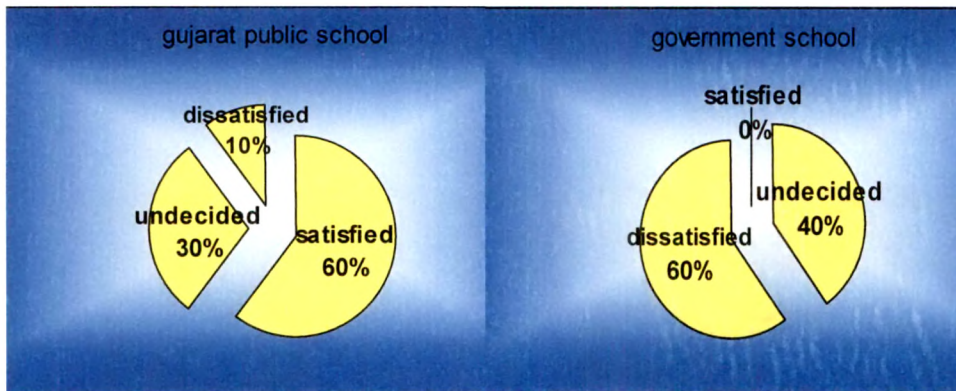


The managing director of Gujarat public school is always in the school in the working hours and usually meets the teachers for any of the important issues, or keeps in touch with them through the principal. Though a few teachers were not able to decide on the approach of the management but the rest of them were quite happy with the management. It can be noted that it is practically not possible for the management to meet all the teachers on a daily basis. As far as the government school is concerned, teachers do not have a direct access to the management. Thus 20% of them were not satisfied, a few were not able to decide but the rest seemed happy with the approach of the management.

Participation at the time of important decision making

Though the style of working of different institutions is different but it goes without saying that the employees get a feeling a recognition and self respect if they get a say in decision making instead of imposing any decision on them.

Participation at the time of important decision making



As noted earlier, Gujarat public school follows a participative style of management and takes all the decisions with mutual consensus of the teachers. Thus most of them are satisfied. However, a few of them were not yet happy with this aspect. In the government school, the decisions come from the management and the principal has to get it done from the teachers. There are a number of government schools and considering suggestions of all the teachers of all the schools and then coming to a common conclusion takes a long time and is practically not possible. Thus no teachers of the government school are satisfied with the decision making practice of the school.

8.1.3 Working condition

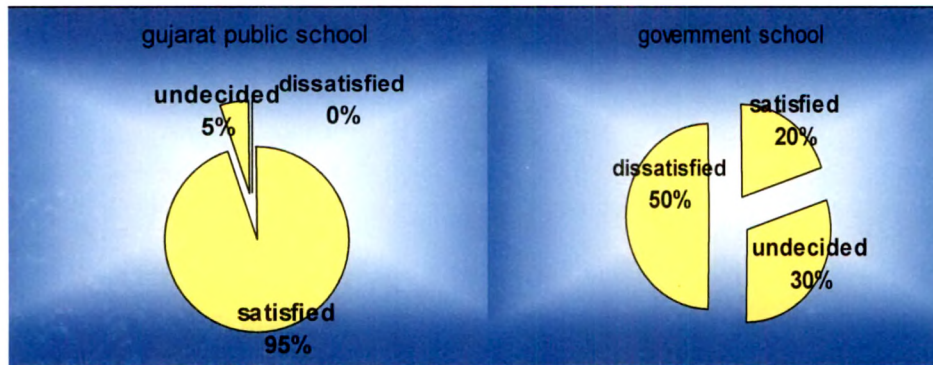
Working conditions that are compatible with teacher's physical comfort and that facilitate doing a good job contribute to job satisfaction. As far as the schools are concerned, the working condition includes various aspects like the school environment, cleanliness and the physical facilities and equipments available to the teachers.

School's environment in terms of classroom ambience, ventilation, and greenery.

The environment in which teachers work has a tremendous effect on their level of pride for themselves and for the work they are doing. Thus schools today, do

everything it can to keep the equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche.

School's environment in terms of classroom ambience, ventilation, and greenery

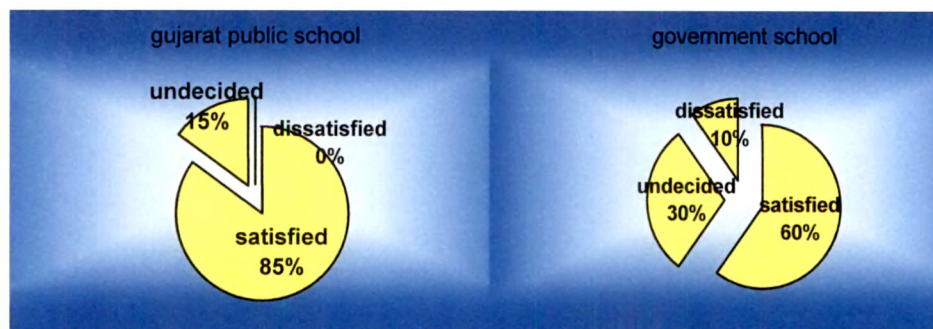


It can be inferred from the findings of the feedback from the teachers that 95% of the teachers at Gujarat Public School are satisfied with the ambience, ventilation and greenery of the school. GPS lays more stress on the ambience. Even the classrooms have white shine tiles with wooden windows and clean glasses. It has huge ground with green lawns. Though none of the teachers at GPS are dissatisfied with the school environment, however 5% of them were not able to decide. As against this only 20% of the teachers in the government school were satisfied with the school environment, 30% of them were not able to decide and the rest 50% were not at all satisfied with the school environment may be because it is located in a crowded city area of Baroda, leaving only a small place for the school play ground.

Cleanliness of the school

One cannot neglect the hygiene factors in an institution like school or else it should be ready to lose its hard working employees.

Cleanliness of the school

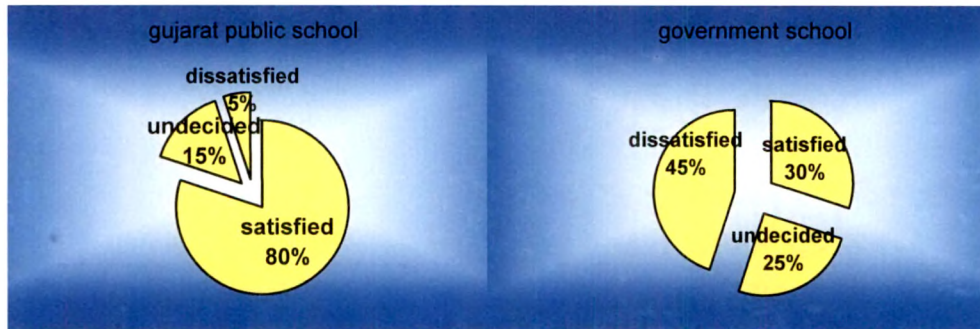


The findings of the feedback from the teachers show that 85% of the teachers at Gujarat Public School are satisfied with the cleanliness of the school. One of the primary duties of the teachers at GPS is to keep her classroom clean and teach the same to the students. Again the corridors and the playground are always kept up to date. There are separate, spacious and clean toilets for students and teachers. Again no teachers at GPS are dissatisfied with the school cleanliness; however 15% of them were not able to decide. As against this 60% of the teachers in the government school were satisfied with the school cleanliness, 30% of them were not able to decide and the rest 10% were not at all satisfied with the cleanliness of the school. Personal interaction with the teachers showed that though the classrooms were not so bright with whitewash or sparkling tiles, but it is usually quite clean. However, they were not happy with the toilets of the school.

Physical facilities and equipments necessary to carry out proper teaching learning process.

Teaching now is not only limited to text books and black boards. There are many teaching aids that are necessary to carry out a proper teaching learning process. Physical facilities like library, laboratories, overhead projector etc. plays an important role in any school.

Physical facilities and equipments to carry out teaching learning process.



The findings of the feedback from the teachers show that 80% of the teachers at Gujarat Public School are satisfied with the physical facilities provided by the school. The school has all the facilities required for a better teaching learning process. Thus the library and laboratories at GPS are one of its kinds in vadodara. However, it lacks few facilities which are necessary to carry out play way method of teaching in the pre-primary section. Thus 5% of the teachers of the pre-primary section were dissatisfied and rest 15% of them was undecided. As against this 30% of the teachers in the government school were satisfied with the facilities of the school, 25% of them were not able to decide and the rest 45% were not at all satisfied with the physical facilities of the school. This can be attributed to the fact that lack of funds in the government school results in lack of physical facilities and equipment in the school.

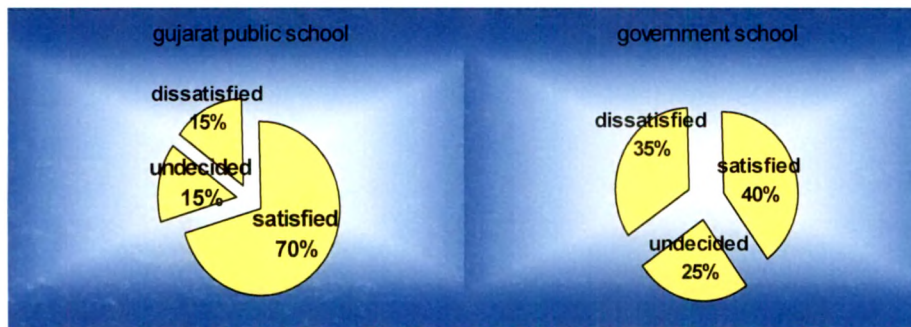
8.1.4 Opportunity for growth

Any individual sees himself/herself on the ladder of growth and a teacher is no exception. A teacher needs growth to satisfy his needs as well as the student's needs. Thus training of teachers is inevitable as the destiny and prosperity of the nation lie in the type of education being imparted to the new generation. The quality of teachers is therefore of vital importance. A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. These qualities and skills cannot be developed by teachers on their own. They need to be trained.

Induction, training, seminars and workshops conducted by the school.

A number of modalities such as induction, training, seminars and workshops are being used for the purpose of providing teachers with the required knowledge, competencies and attitudes needed for carrying out instruction in accordance with the changing needs of the time.

Induction, training, seminars and workshops conducted by the school

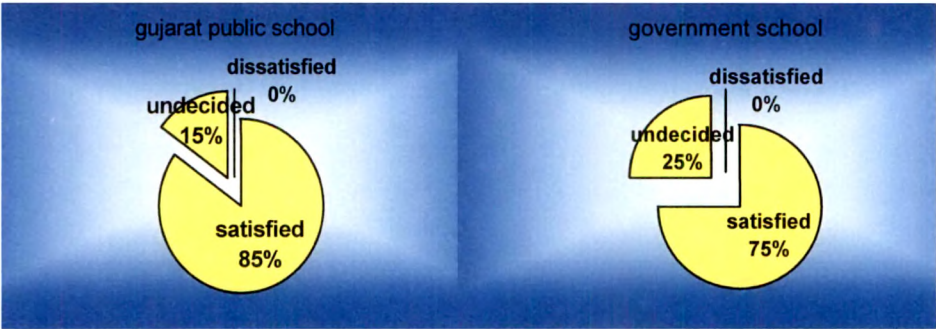


At Gujarat public school, teachers are given induction training at the time of joining the institution and then workshops and seminars are held every two months. Most of the teachers are thus satisfied with the training program of the school. However a few of them were not satisfied as they felt that training programs should be more frequently held. As against this, most of the teachers of the government school were not satisfied with the training programs. Though frequent workshops and seminars are held, and are widely attended but the teachers feel that the purpose of training is hardly met.

Informal learning through interaction from colleagues, seniors and students.

Apart from the formal training, teachers can develop their various personal qualities as well as professional skills with informal learning through interaction with the colleagues, seniors and students with the help of shared experiences.

Informal learning through interaction from colleagues, seniors and students

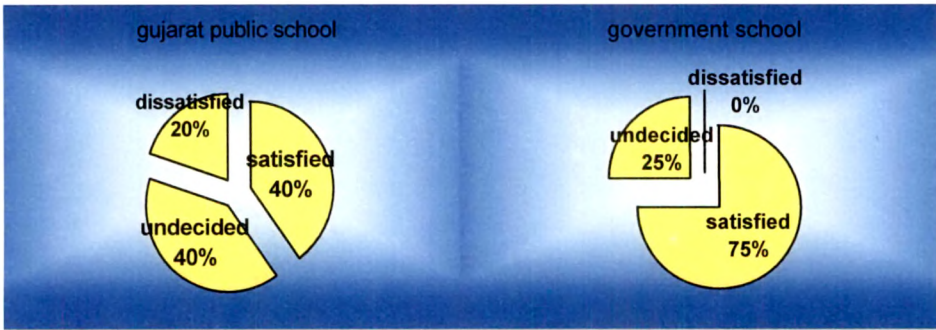


As far as the informal learning is considered, teachers of both the schools have almost the same satisfaction level. They get to learn from the questions of the students, interaction with the students and sharing experiences with the colleagues and the seniors.

The chance to get ahead in this school.

A teacher gets motivated if he/she sees the chance to get ahead in the institution. However motivation does not only depend on this aspect.

The chance to get ahead in this school



Though the teachers at Gujarat public school are quite happy as far as other attributes are concerned, they are even motivated to work hard; however, as far as getting ahead in the school is concerned, they are not very clear as everything is based on their performance. Whereas in the government school, teachers are quite satisfied as they know well in advance that after a particular period of time their services will be permanent and will be eligible for due increments and promotion.

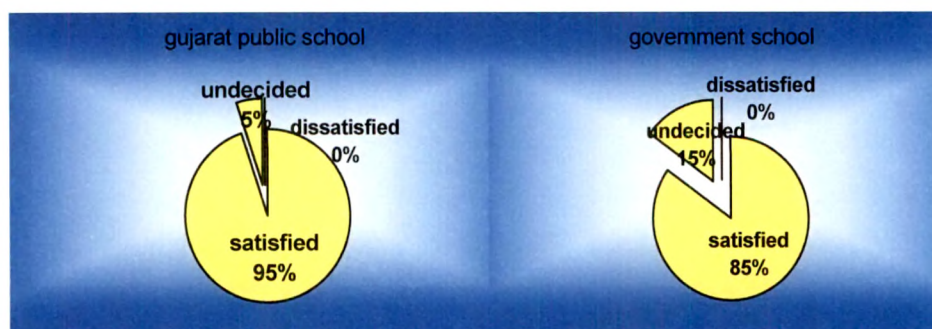
8.1.5 Supervision

For many employees the opportunity for social interaction, with friendly co-workers and supervisors add greatly to the dimension of job satisfaction. The supervisor's role is a major determinant of satisfaction because of the direct impact this role plays with the employee. Whether there is praise, good listening skills, positive role modelling or a fair attitude, the supervisor will affect the satisfaction level.

The way the Principal supports and guides in case of academic & non academic queries.

Principals at both the schools, Gujarat public school and the government school are quite accessible and always on the toes to support and guide the teachers whether in the case of academics or non-academics queries. Thus almost all the teachers of both the schools are satisfied.

The way the Principal supports in case of academic & non academic queries

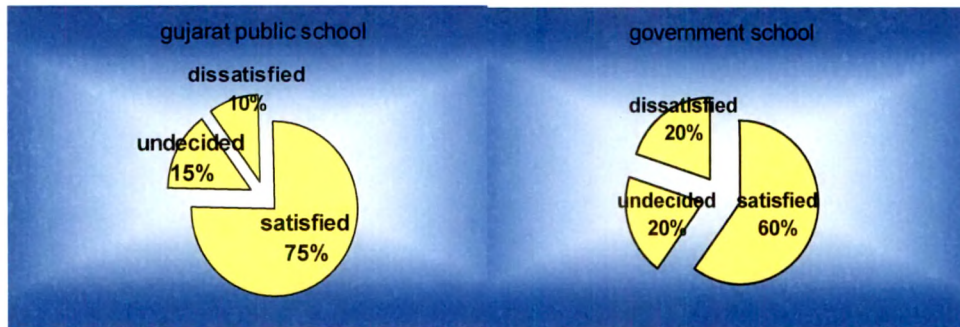


Proper and timely flow of information

Teachers at Gujarat public school gets proper information regarding academic and non-academic issues time to time through inter office memos, circulars and meetings which are usually held at the end of the week. Similarly, even at the government school, the teachers get timely information through the circulars. Thus they are satisfied. However, communication in any institution is not just one way. There is a number of information which needs to flow upwards which takes

a longer time in the government school and thus more number of teachers are dissatisfied as compared to Gujarat public school.

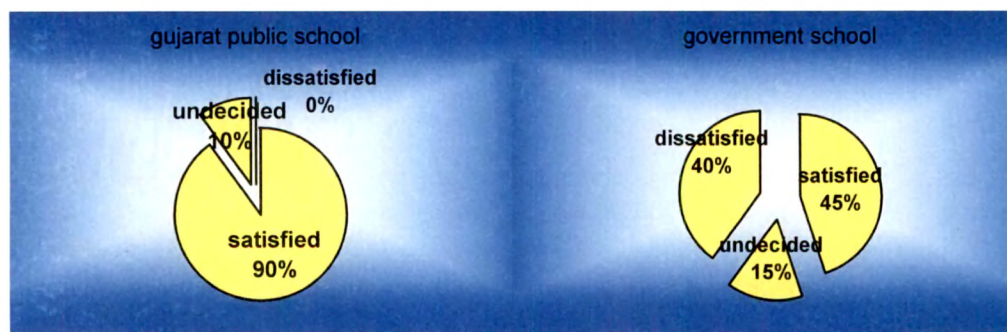
Proper and timely flow of information



The recognition and appreciation for the work I do

Individuals in any organization want to be recognized for their achievements on the job. If the teachers are doing something well, then the supervisors has to take time to acknowledge their good work immediately. Teachers get more satisfaction if they are publicly thanked or are given a kind note of praise for handling a situation particularly well.

The recognition and appreciation for the work I do



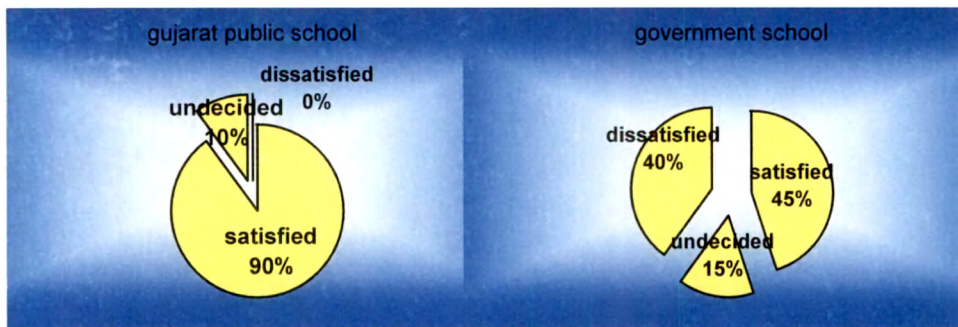
Gujarat public school acknowledges the fact that the teachers work at their fullest if they are motivated. Thus it acknowledges the good work done by the teachers not only monetarily but also motivates them in other ways. For example, the school gives away the best teacher's trophy (for each section) every year. In the

government school, though there are yearly increments, but the teachers are hardly given recognition publicly and thus most of the teachers are dissatisfied.

Relationship with the principal

Almost all the teachers at Gujarat public school were satisfied in terms of their relation with the principal. As against this very few teachers were satisfied with their relation with the principal. This may be due to the fact that the principal also worked as one of the class teachers in the school, still had to get the work done from other teachers by orders. Thus, though the interaction with the principal is more in the government school, the level of satisfaction is less.

Relationship with the principal

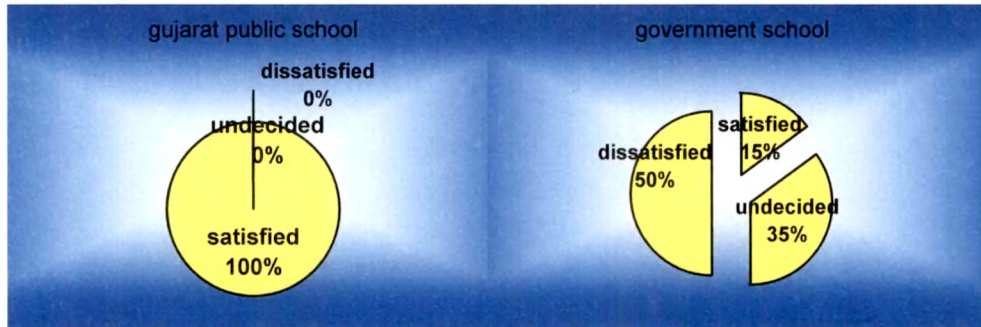


8.1.6 Challenges and autonomy

The chance to experiment with new methods of teaching

Gujarat public school is a self finance school with no bindings by the government to do a particular chapter in the determined manner. In fact it encourages the teachers to use new and different methods of teaching. Thus 100% of the teachers were satisfied. In the government school, due to the paucity of funds, most of the teaching learning is done through text books and the teachers are hardly allowed to use new methods of teaching.

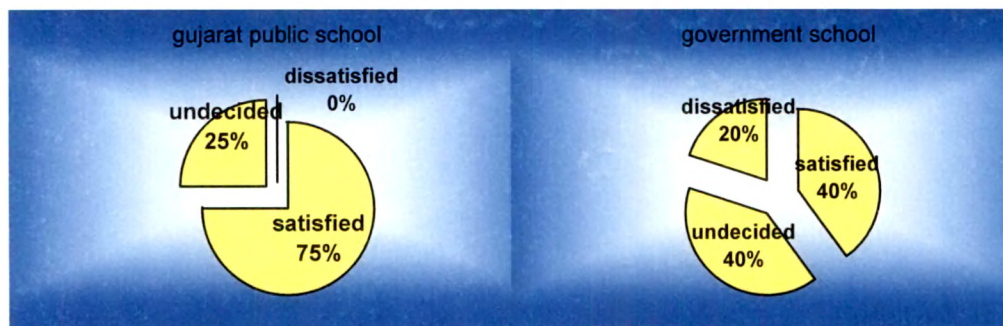
The chance to experiment with new methods of teaching



The chance to do challenging work

For high level of satisfaction of the teachers there should be opportunities to use skills and abilities with variety of task, some freedom and constant feedback. Jobs with too little challenge are deemed boring, frustrating and can produce feelings of failure.

The chance to do challenging work

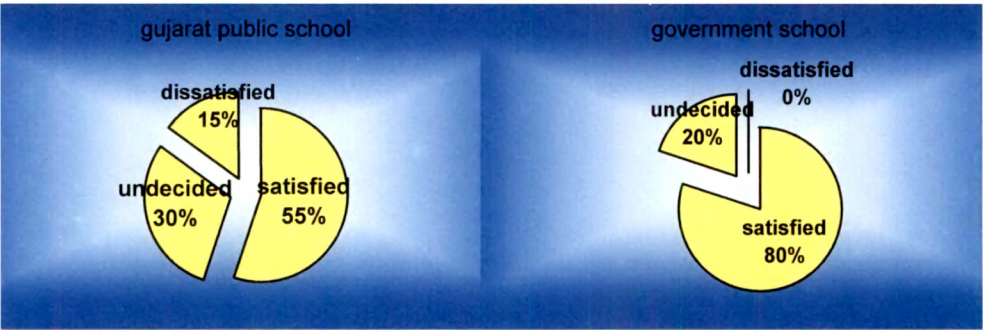


Teachers at Gujarat public school are given a free hand to do any work as far as it is for the betterment of the students. However, this is not the case with the government school and thus few of the teachers at government school were not satisfied.

Workload and the number of hours spent in the school

The working hours for teachers are more at Gujarat public school. Again apart from teaching, they are expected to perform various other duties like organizing functions, house visits, frequent parents meeting etc. They are even expected to stay back till late hours at the time of some function in the school. As against this,

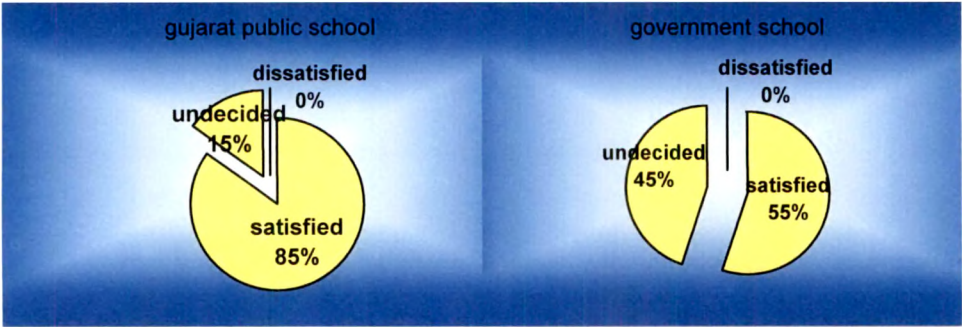
teachers at the government school have to spend comparatively less time in the school and thus are more satisfied.



Freedom to communicate with the parents

None of the teachers, either at Gujarat public school or the government school were dissatisfied as far as the freedom to communicate with the parents is concerned. Parent teachers meetings are held at regular intervals at Gujarat public school. Again the teachers are free to talk to the parents daily after the school hours and can discuss about the students progress. Frequent meetings are not held in the government school, neither the parents take the initiative to come to the school and meet the teachers. Thus most of the teachers were not clear regarding this aspect.

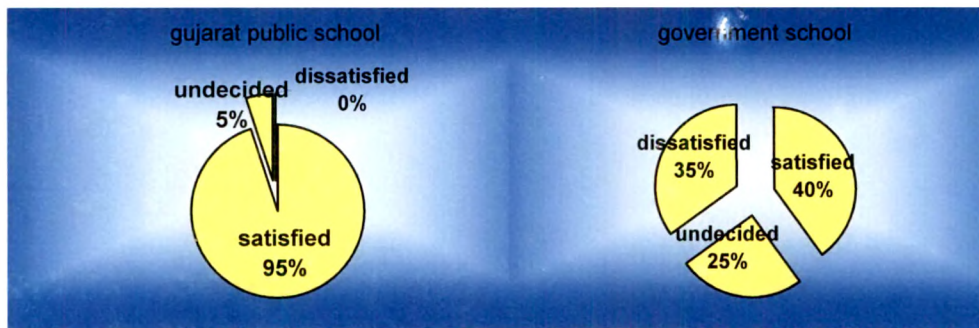
Freedom to communicate with the parents



The feeling of accomplishment I get from the job

In Gujarat public school, 95% teachers have the feeling of accomplishment as they are given many avenues in terms of professional and personal growth in the form of orientation training. The work culture is also such that the school enforces the competitive environment and the challenges are thrown to the teachers which sharpens their edge which is totally lacking in government school as a result of which 35% teachers are dissatisfied. These 35% teachers in government school are very creative teachers with the habit of out of the box thinking.

The feeling of accomplishment I get from the job



8.2 MANAGEMENT'S INTEREST IN JOB SATISFACTION

Manager's interest in teacher's job satisfaction tends to centre on its effect on teacher's performance, absenteeism and turnover.

8.2.1 Satisfaction and performance

As far as teachers are concerned, they are the ones who prepare citizens for tomorrow. If they are satisfied and committed to their work, then they can impart better knowledge to the students. Satisfied teachers tend to be more productive, creative and committed to their supervisors and thus can raise student's performance. But it cannot be generalized that job satisfaction leads to better performance, in fact it can be the other way round also, i.e. better performance can be rewarded and that may lead to satisfaction. However, the saying that a happy worker is a productive worker is true to a certain extent. It is found that the

teachers at GPS are always on toes, committed and strives for the better performance of students. Though teachers at government school also work hard but their performance is viewed by the low achievement of students in their school.

8.2.2 Satisfaction and absenteeism

Teacher satisfaction has always been important issue for schools. After all, high levels of absenteeism can affect your bottom line i.e. the students have to suffer if the teachers are absent. Though there is no clear relation between satisfaction and absenteeism, however, it goes without saying that the teacher who are dissatisfied are more likely to take a day off from work, which is not due to illness or personal business. The degree to which people feel that their jobs are important has a moderating influence on their absences. Teachers who feel that their work is important tend to clock in regular attendance. Most of the teachers of Gujarat public school admits high level of satisfaction from their job and have a sense of belongingness for the school, and so the level of absenteeism in GPS is quite low. However, there cannot be clear negative relationship between satisfaction and absenteeism because there can be other various factors which may lead to absenteeism. This is also clear from the fact that though most of the teachers in the government school were not so satisfied, but the level of absenteeism was same as that of Gujarat public school.

8.2.3 Satisfaction and turnover

In this competitive world, there is a need to put people first and ensure that the organization has a human face. Today, where there are a number of schools increasing day by day, teachers are seeking schools where they can have a say and be recognized for their personal contribution in a supportive working environment. Their immediate supervisor has a great impact on their value system's fit with the school and their level of job satisfaction, these two factors which can determine if it is worth staying with their employer or leaving for better opportunities.

It is well documented that losing a teacher is a very expensive affair. There is a recruiting cost, interviewing, reference checking, testing, orientation cost, transitional time required to train the new employee, and more. There is also the cost of losing experience. In this process, the students lose their teacher with whom they have adjusted and again other teachers lose their colleagues, both of which result in low student performance.

Though it can be said that job satisfaction is negatively related to turnover, yet this does not hold true in all circumstances. As far as the teachers at Gujarat public school are concerned, they are quite satisfied. However, the recent trend of Baroda, of growing number of schools offering good salary package does attract a number of teachers. This makes clear that apart from all other aspects of job satisfaction, money is also one of the important motivator. As against this, teachers at the government school, has high salary structure and secured job. Though they might seem less satisfied with other aspects of the school, but they would rather stay with their same school.

8.3 TEACHER AS A MANAGER

The quality of schools largely depends on the quality of teachers. It's only the team of teachers in the school who are working to achieve the national goals of education through the media of different curricular and co-curricular activities. Apart from this, the student clientele is drawn from different strata of society. Students differ from one another in many respects, like socio-economic background, educational background of the family, interest to learn and so on. Such situations demand from a teacher an understanding of the complexities and are expected to do a multiple tasks themselves as well as get the work done from the students. Thus teachers have to act no less than the managers.

8.3.1 Management of examinations

The first and the foremost duty of the teachers at GPS is to decide the dates of examination which is decided considering the opinion of the teachers and co-coordinators, keeping the student's convenience as the main factor. The next

step is to do the necessary arrangements to facilitate the smooth conduct of examination as per the directives of the principal. The committee of teachers analyse the short comings of the previous examinations and set a goal for the coming examination which includes the examination pattern, preparation of invigilation chart, preparation of blue print of question paper, setting the question paper, question paper scrutiny and seating arrangement.

The procedural steps in conducting the exams in the government school are almost the same as that of Gujarat public school but the approach is different. Since in both the schools, the background of the enrolled students varies, the class room becomes a heterogeneous mix. In GPS, achievement test is the very part and parcel of the academics because it becomes teacher's standardized rating tool to formulate the instructional strategies later, which is not the same in case of government school. So the teachers are not able to access the level of the students for a considerable time. Secondly in GPS, the examination policy also includes the decision of remedial instructional strategies needed to be adopted to help the students not fairing well in the exams which is not there in the government school.

8.3.2 Classroom management

Classroom management in both the school includes the formulation of instructional strategies as per the teaching plan prepared and then the deliberation in the class, discipline and time management. However in GPS, in order to let the child's discovery run further, the school gives more emphasis on innovative teaching techniques like in English subject, to perfect the listening skills of the students, technology aided classes are introduced where a device called linguaphone is given to the students. Again in order to develop reasoning faculty, student centric study and cooperative learning is encouraged in GPS.

8.3.3 Management of resources

Gujarat public school, being a self financed school seldom has paucity for resources. It always caters to the teacher's demands and requirements and procures various resources needed to facilitate student's teaching learning outcomes.

Mathematics lab, language lab, social science lab and science laboratories gives broader horizon to the students and enhances the understanding level of students, encourages exploration and aims towards facilitating learning to learn.

In the government school however, due to stringent regulation regarding the procurement of fund and then plough back the fund towards productive use, they utilizes the outside resources to the maximum. For example: The students are allowed to interact with the village head or sarpanch and satisfy their queries which also become a livewire learning experience for them as the students develop a set of skills like leadership qualities, co-operative behaviour, questioning skills, etc. Thus, the government school achieves the same objectives as the self finance school by engaging the resources within their reach.

8.3.4 Curriculum planning and instruction

Curriculum planning and instruction transaction in the class more or less remain same in self financed school and government school in terms of the expected outcomes but the difference lies in the method and technique of imparting instruction to the students.

In Gujarat public school flexibility is given to the teachers to decide upon the instructional material, learning strategies in terms of discovery based or enquiry based, teaching should be teacher centric or student centric. For example: To teach a poem Daffodils, the English teacher takes the student to the computer laboratory and shows the students a number of similar poems

through internet. Teacher takes a reading session in the library and tells the students to recite other poems of Wordsworth by referring to different books kept in the library.

In government school, the teacher plans the curriculum strictly as per the directives given by the board. For example: In order to improve the writing skill the English teacher has to compulsorily plan 30 compositions a year a s clear cut directive is provided by the board. In addition to this, in governments school teacher falls back upon the text book s it happens to be the main resource material for the language teacher.

8.3.5 Management of co-curricular activities

The objective to include the co-curricular activities in the school curriculum is same in government as well as self finance schools. The objective for the same is identification of talent, honing the talent and bringing out the best amongst the child.

In GPS, the activities and competitions are organized in a grand scale ensuring 100% participation of the students with some creative changes made in the design, scale and nature of activities. For example: During the vadodara day celebration, creative essay writing competition was conducted by the school on “vadodara of my dreams”. However, the process didn’t end there. The 5 best judged essays were printed in the school magazine and distributed to each and every student of the school.

In the government school, the vadodara day celebration though continued with much fan fare but ended that very day.

Though the facilities provided by GPS in sports in terms of field and ground facilities, auditorium, coaching is better than that provided by the government school, the figures of last five years shows that more percentage of students of government school have participated in the district and state level games as compared to GPS.

8.3.6 Management of documents

Documentation in GPS takes into consideration the board requirements as well as the student's development. In government schools the documentation is strictly as per the board requirements. Some of the documents maintained by the teachers of both the schools are attendance register, leave record, competition file, result file, daily log book and yearly planning. Apart from these documents, the teachers at Gujarat public school also maintains the record of diagnostic test, record of achievement test, record of remedial teaching and monthly record of students behaviour and progress.

8.4 TEACHERS: DUTIES AND RESPONSIBILITIES

While the primary concerns for the teacher deals with the instruction of pupils, other duties relevant to the welfare of students and the maintenance of a positive educational climate in the school community are also considered to be an integral part of the teacher's task. Now the journey of teacher has taken a step forward and today's teacher has become a facilitator and his responsibility now includes helping the child learn to learn.

1. Teaching Duties

a. Prepare adequately for daily teaching assignments, and to plan work in each subject in such a way that orderly development and progress is promoted, all teachers shall adopt three levels of educational planning.

- i. yearly planning
- ii. Unit planning
- iii. Daily lesson planning

b. Conduct classes and instruct pupils in accordance with Provincial, Division and school curricular guidelines and policies.

- c. Maintain such good order and discipline as is necessary to establish a positive learning climate.
- d. Undertake systematic, objective and continuous evaluation of the progress being made by each student, having in mind that student's abilities, the goals of education, and the specific objectives for each course.
- e. Keep accurate and systematic records of student achievement for this purpose, and issue reports to parents periodically.
- f. Plan and execute the co-curricular and extra-curricular activities.
- g. Co-operate with school administrative personnel and colleagues in fostering harmonious staff relations, and acting as an enthusiastic member of the school's educational team.
- h. Treat students with dignity and respect. Help sharpen reasoning faculty of the child so that the child questions and explores the wide range of information before internalizing the same.
- i. Maintain high standards of housekeeping in the classroom, and demand similar standards of students.
- j. Carry out such supervisory duties as are assigned by the Principal designed to maintain the safety of students and to prevent damage to or conversion of school property.
- k. To report injuries of students on the approved accident form, and to administer first aid where necessary.
- l. Notify the principal in cases of student absence

2. Other Duties of Teachers

- a. To be acquainted with sections of The School Act pertaining to the rights, duties and powers of teachers.

- b. To be familiar with, and adhere to all policies of the Board affecting teachers and students.
- c. To fulfil contractual obligations.
- d. To maintain professional standards through such activities as wide reading, attending conferences, workshops and seminars, and through professional exchanges with other teachers.
- e. To assist the principal, upon request, with regard to any matters of professional concern.
- f. To actively participate in school or system-wide curriculum development when requested to do so.
- g. To complete such forms and records as are required to facilitate the smooth operation of the school or school system.
- h. To attend all meetings convened by the principal unless prior permission to be absent has been obtained.
- i. To be at school a reasonable time prior to it opening and after closing.
- j. To notify the principal at the earliest opportunity in case of absence.
- k. To submit all marked books to the principal at the end of the school year.