

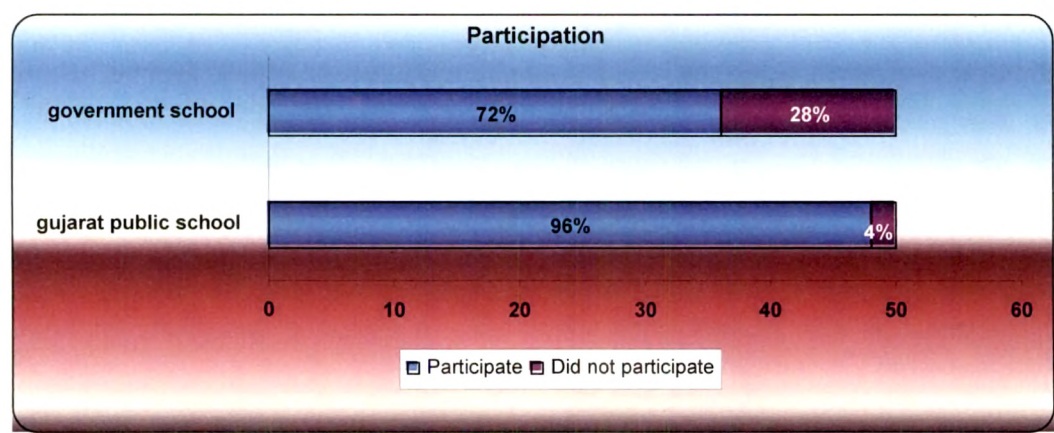
9. IN-DEPTH ANALYSIS OF PARENTS IN SCHOOL SET UP

9.1 PARENT’S BACKGROUND

Parents play a vital role in the success of their ward and ultimately the future citizens of the country. Schooling is a period of intellectual growth and career preparation. Children begin to see themselves as independent and unique individuals and to explore their own interest, develop their own thoughts and feelings, and regulate their own behaviors and actions. However, this transition period from home to school depends largely on the parent’s background. And thus in order to study the same, telephone interview was conducted with the selected group of parents of both the schools (appendix 2).

9.1.1 Participation

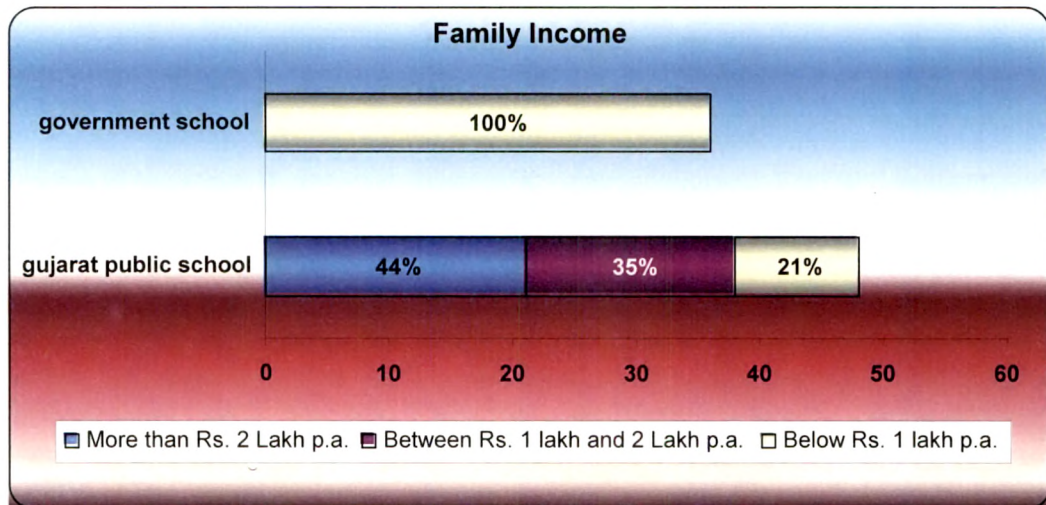
A child’s initial years of schooling are always on the mother’s lap. However the gate of formal socialization for a child is opened when he steps inside the school’s campus. A child spends maximum hours of the day with his/her parents; any change in a child’s overall behaviour is easily administered by his/her parents. They can be the best judge as far as the school functioning is concerned. Thus fifty parents from the database of each school were randomly selected and were asked certain questions through telephone. However, not all of them did participate.



Most of the parents of Gujarat public school did participate, hardly a couple of them were not willing to share their views. Again in the government school, many of them participated but a few of them were quite hesitant to share their views.

9.1.2 Family Income

All children have a right to education, a happy childhood and balanced development- but the truth remains that several children still fail to avail this right. Families find it difficult to meet the costs of school fees, books, uniform, commuting expenses to the nearest school and in many cases children are forced to drop out of school and return to work to supplement their family income. Though education is almost free in government schools, but the question lies whether how many parents would willingly send their wards to government schools.



All the parents of the government school were having an income less than Rs. 1 lakh per annum. They were however not very happy with the performance of their wards and were willing to admit their children in the private school but their shallow pockets did not allow them to do so and remained satisfied with the fact that their wards are atleast having basic education. On the other hand, surprisingly, though most of the parents of Gujarat public school were having an income of more than Rs. 2 lakh p.a. or between Rs. 1 lakh and 2 lakh p.a. , there were many parents whose family income was below Rs. 1 lakh and still had

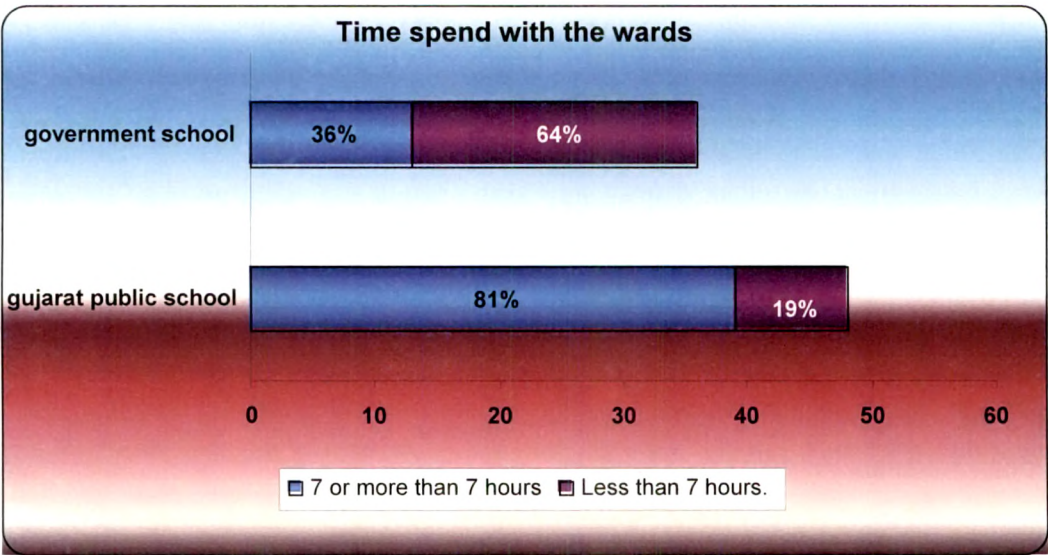
admitted their wards in the self finance school. This makes clear that parents are now much aware of the quality of education being imparted in different schools and are ready to pay more for better education.

9.1.3 Educational Qualification

It would be unreasonable to say that children of better educated parents do better. However it won't be an exaggeration is said that better educated parents are more concerned about the quality of education imparted in their ward's school and they play a vital role in the selection of the schools. It was evident from the research that hardly any parent had reached up to the graduation in the government school. As against this, most of the parents of Gujarat public school were well educated.

9.1.4 Time Spent With The Ward

The time that the parents spend with their wards make a crucial contribution in their child's overall achievement. Though financial support, cultural background, education, support and encouragement of the parents do matter in the child's performance, however, it is far more important to spend time with their wards.



It can be inferred from the findings that more than 80% of the parents spent enough time with their wards. However, as far as the government school is concerned, most of the parents do not even spend 7 hours with their wards.

9.2 PARENT'S SATISFACTION

9.2.1 Satisfaction In Terms Of School Attributes.

- **School attributes**

School is an organization whose main task is to provide education which involves a series of programmes and activities. The successful conduct of these programmes and activities depends mainly upon various attributes of the school such as the physical infrastructure of the school, facilities provided by the school, the teaching pedagogy, campus surveillance, discipline and platform for co-curricular activities.

- a) **Infrastructure**

Infrastructure is considered to be one of the most important attributes for upcoming schools in Vadodara. A school should be set up in a suitable atmosphere. Its location has enormous significance. It should have plenty of space with shady trees around, far away from the noise of the crowded city and polluting atmosphere. However, this does not imply that school site should be so far away as to be inaccessible to children, traffic and essential services. Rather there should be a calm and quiet atmosphere which is conducive to teaching and learning.

School buildings should be planned spaciouly, functionally and with pleasing architectural features. They should all the space and convenience needed for carrying out the multifarious activities and programmes of the school. What is required is that the various rooms in the building should have the required space and facilities needed fro carrying out various activities for

which they are meant. While constructing a school building, therefore, one should keep in mind that school buildings should have different facilities such as library, different laboratories like physics, chemistry and biology laboratories, art and craft rooms, staff room, principal's office, school office, a multipurpose hall which can serve as assembly hall, auditorium, gymnasium, etc. Again the architectural design of the building is also important. It should allow free movement in and out of classroom for students and teachers.

Every school should have adequate number of **classrooms** and every classroom should have pleasant look. Walls should be painted in some light colours and rooms should be carefully decorated. Fixed to the walls on either side should be flannel boards for pinning notices, newssheets, charts write-ups, maps, etc. The front wall should have blackboard at appropriate height. The wall at the back should have built-in-cupboards for keeping books, tools, craft materials, apparatus for experiments, maps and other teaching aids. In a classroom where there are movable seats and work tables, where varied resources for leaning are readily available in storage cabinets the seating can be changed in a variety of activities simultaneously. The classroom should be well lighted so that students seated at different corners are bale to see the teacher and the blackboard.

With the shift from formal to non-formal ways of education and from expository ways of teaching and learning to interactive and pupil centred models of teaching and learning, the **library** plays a very vial role in school. The library, therefore, is now an essential component of a good school. The room should be located in such a way that students are not disturbed by noise. This, however, does not mean that it should be so located as to be inaccessible. Library is a place of storing useful means of communicating knowledge and one that teacher today cannot do without. A library is a repository of books and should have textbooks, workbooks, reference books, fiction, non-fiction books at various reading levels, reference books on special topics and interest and related pamphlets, clippings, pictures, maps, charts, various periodicals, kits containing teaching materials of various kinds, wall sheets pictures, charts, diagrams and posters on which selected information is presented in a

large format suitable for use with large or small groups of children. Resource materials in the library should be so arranged that they can be easily located and utilized. Normally library should have an open shelf system so that students can pick up books and other material wherever they so want.

Like the library, the **laboratory** is also essential. It is here where experiments are conducted, where various scientific investigations are done and answers to various problems are sought. Schools with +2 stage needs separate biology, physics and chemistry laboratories. The physics lab should have various apparatus like optical instruments, spring balance, pendulums, glass slabs, glass prisms, etc. The biology laboratory should have mounted slides of micro organisms like bacteria, amoeba, mounted plant and animal cells, bottled samples of various reptiles, models, of heart, kidney, lungs, etc. A chemistry laboratory should have acids, and bases of required concentration, various other chemicals, indicators test tubes, flasks of various sizes and shapes, vessels, glass rods and burners, etc. in addition the these, the laboratories should have charts, diagrams, maps and other useful resources. Thus the laboratories should be well-planned and equipped to aid instruction and stimulate general interest. As is generally known, mere knowledge would not be sufficient for building the required competence in specific content area. If theory is supported by adequate practice and experimentations, conceptual clarity could be maintained as well as psychomotor skills could be developed. Hence, no school, however small it might be, can totally afford to do away with laboratories altogether. With the importance of computers in present day life, schools are also expected to provide for computer labs.

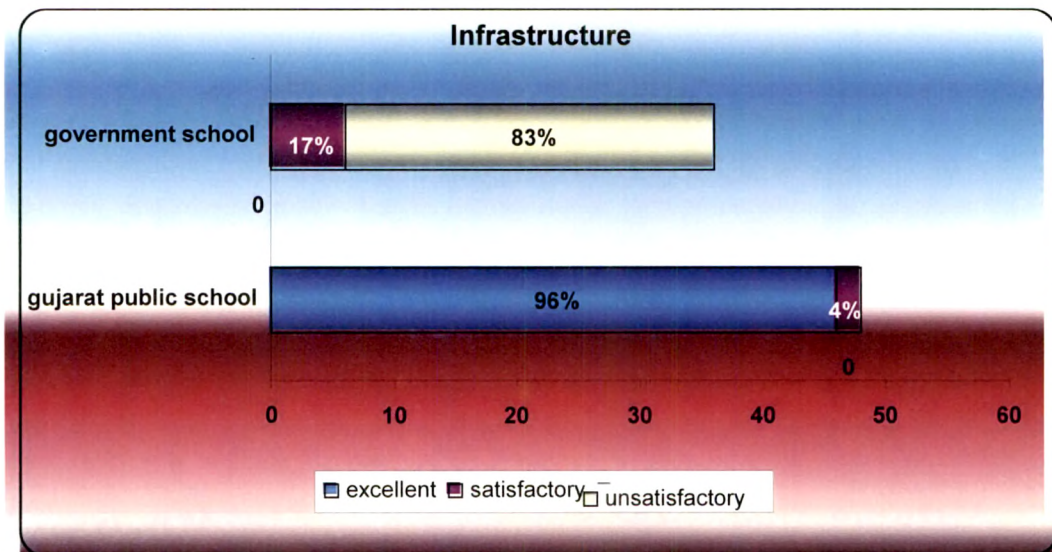
Since administration involves both leadership and service functions, the **administrative block** should be planned carefully. The school office should be centrally located so as to serve as a good coordinating centre which is easily accessible to visitors, teachers, and pupils. The principal's office should be large enough to accommodate small conferences, and should open into the general office as well as to the corridor. A good office of a large school requires a room for a principal, a waiting room for visitors, an office for clerks, a store room with shelves and cupboards for office and files. In

addition, the office should have such equipment as a typewriter, a duplicating machine, a desk calendar, rubber stamps, and such other materials to facilitate the performance of various functions.

Teachers should have a room where they can meet and interact with each other, do corrections of home/school work of students and refer to books, etc. The **staff room** should have lockers for teachers so that they can safeguard various reference books, etc. The staff room should have lockers for teachers so that they can safeguard various reference books and instructional materials, and answer-books and their personal efforts.

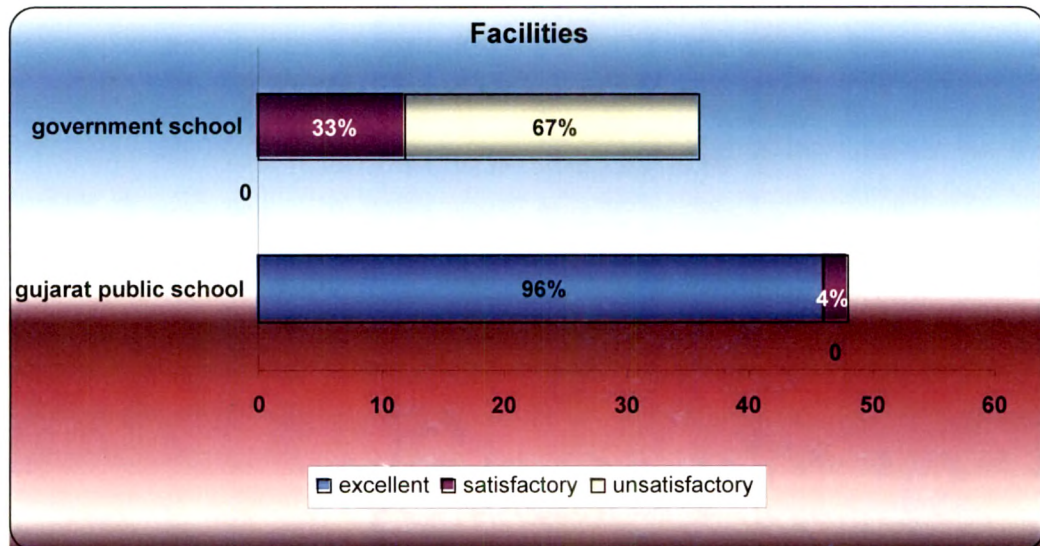
Schools should have well maintained **playgrounds**. Sports and games play so vital roles in education that they cannot be totally dispensed with. Playgrounds not only enable pupils to develop their physical but also help them to grow cognitively, socially and effectively. Hence any school that has its eye on the total development of children should have enough facilities for indoor as well as outdoor sports and games. A number of schools have now gymnastic for athletics and sports room for indoor games. It is thus important that schools should have enough funds for purchase of sports and physical education equipment.

Apart from having a good library, a couple of laboratories, playground, etc., the school should also have a arts room, a music room, a computer room, a workshop, etc. so that they can enable students to participate in various activities related to work experience, painting, craft works, music, etc. which in their own turn would contribute to the total development of the personality of the individual students. In short, physical infrastructure is to education as body is to the mind. A sound body holds a wholesome mind. Similarly, only adequate and well-planned physical infrastructure can ensure efficient and effective education.



With the presence of number of schools in Vadodara, parents are now aware of the importance of the infrastructure in the school set up. It can be inferred from the findings of the feedback from the parents that 96% of the parents of Gujarat Public School feels that the infrastructure provided by the school is excellent. Though there wasn't a single parent who seemed to be dissatisfied with the infrastructure facility of the school but 4% of them found it satisfactory. This is so because GPS lays more stress on the physical infrastructure. Even the classrooms have white shine tiles with wooden windows and clean glasses. Apart from the various laboratories and library, GPS also has mathematics lab, language lab and the discovery club. As against this none of the parents in the government school were completely satisfied with the school infrastructure, 17% of them found it satisfactory and the rest 83% were not at all satisfied with the school infrastructure may be because it is located in a crowded city area of Baroda, leaving only a small place for the school play ground, and less funds for keeping the library and laboratories up to date.

b) Facilities

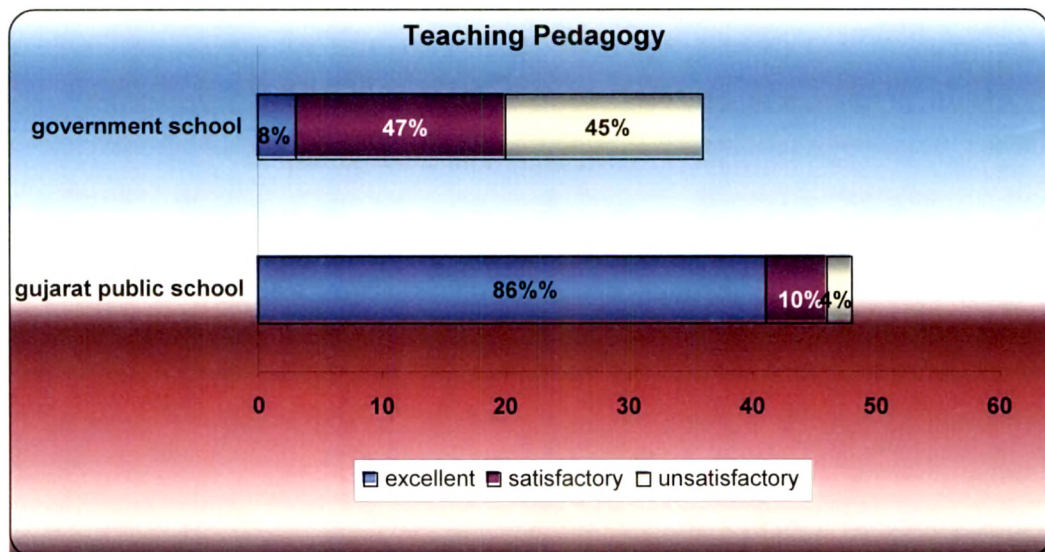


c) Teaching Pedagogy

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 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 as 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 objective in his/her outlook. As a professional, a teacher should know his/her job thoroughly, make his lessons interesting, involve his pupil 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.

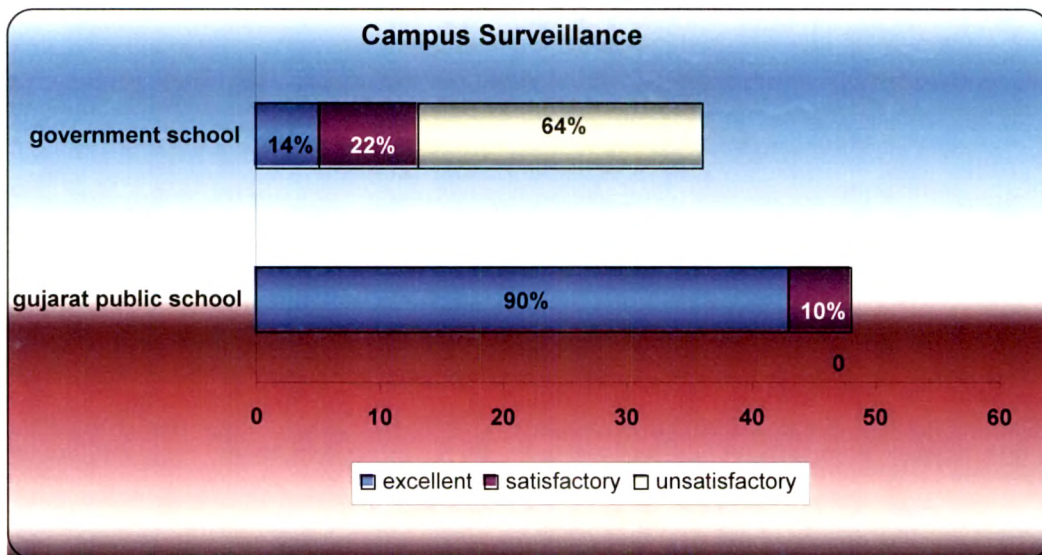


d) Campus Surveillance

A school environment that is safe for students, staff, and property is vital for learning. Security has become a key issue for schools, parents and students. Administrative resources and data, such as student records, must be protected

from individuals trying to modify or destroy information. Physical campus security is also critical to ensure safety of teachers and students.

Schools were once viewed a safe and secure environment for teachers and students. Unfortunately, high profile events have brought the realization that schools are not immune to acts of violence. Ensuring physical security can be difficult and expensive. Identifying potential problems and dispatching campus security in time for prevention can be a challenge. Physically patrolling the campus with limited security personnel leaves most of the campus vulnerable much of the time. Thus schools are expected to device a way out to provide teacher and student safety.



Apart from security personnel and card system for the visitors, GPS has also installed close circuit television cameras which keep a watch on what's going on in every classroom, staff room, canteen and playground. The cameras are constantly monitored. Though, this system ensures safety to a certain extent but the other side of the story cannot be overseen. The close circuit cameras make every student and faculty member conscious of how to behave because he or she is under constant surveillance. However, most of the parents of Gujarat Public School are quite satisfied with the campus surveillance. Though none of the parents find it unsatisfactory but according to 10% of the

parents, the campus surveillance at GPS is satisfactory. Though the expenses involved in the installation of such surveillance devices cannot be borne by the government school, yet they have security personnel to look after the safety of the students, teachers and the school premises. But because of the liberal approach of the school regarding the school timings and visitors timings most of the parents, of the government school, nearly 64% of them are not satisfied with the safety measures taken up by the school. However 22% find it satisfactory and according to the rest 14% parents, the campus surveillance at government school is excellent.

e) Discipline

The School has been called the experimental lab of the child. A child spends a major part of his/her formative years in school with discipline being an important factor in school adjustment. It is essential for effective learning, good teacher-pupil relationship and peer adjustment.

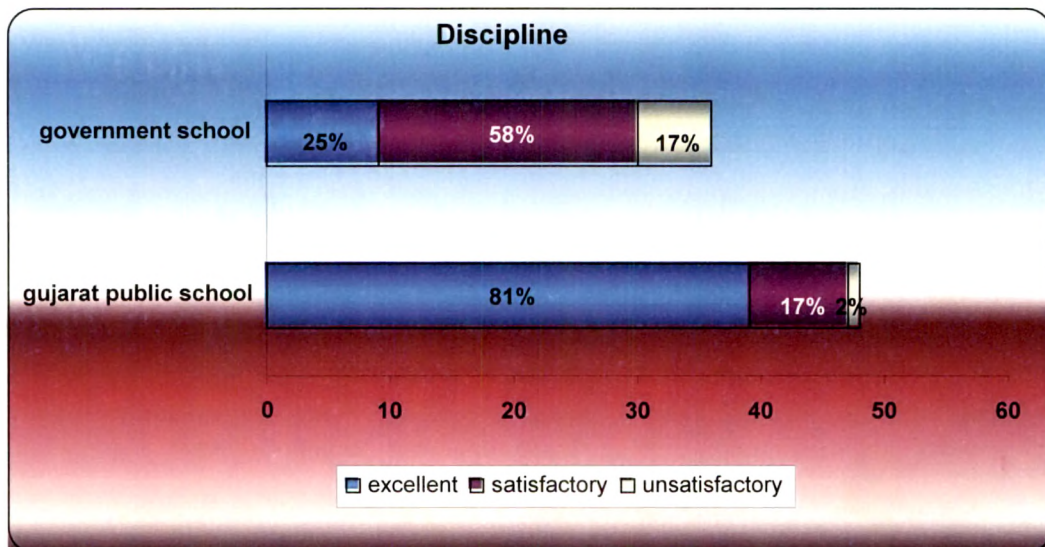
Parents and schools share the responsibility of promoting values and standards which can help young people to establish sound behavioural codes for their lives. It's important that parents work in partnership with their child's school, and not just leave it to the school. Discipline problems can be dealt with much more effectively if both parents and school are pulling in the same direction.

Young people are particularly impressionable and vulnerable - much of their behaviour is learned, and they'll copy and act out what they observe to be fashionable and attractive.

Successful schools have high expectations of discipline, and promote good relationships between children and staff. They know that it's not just about how children behave in school - it's about sound preparation for later life.

When bad behaviour by a child becomes a permanent feature of their lives, the school and the parent should consider the root causes of that behaviour, as well as the ways of dealing with it.

Disruptive behaviour is a concern to schools and parents - and to fellow pupils, whose education may be adversely affected. So it can't be ignored, and schools must have a well understood behaviour and discipline policy. Comments from parents and guardians about discipline issues are welcomed by a good school. Apart from this, a school should also be conscious about broader issues like bullying, racial and sexual harassment. Everyone needs to be clear about what is and what is not acceptable. Most youngsters appreciate the need for a disciplined school, understand fair play and are often ready to acknowledge their misbehaviour.



The findings of the feedback from the parents show that 81% of the parents of Gujarat Public School feel that the discipline of the school is excellent. It goes without saying that the strong leadership by the principal and the teachers can play a vital role in the discipline of the school. Most of the parents have noticed remarkable change in the behaviour of their wards and also admitted the increase in attendance. This extraordinary achievement by the principal and her staff shows how much can be done by combining a welcoming environment, clear rules and a determination to make parents face up to their responsibilities. However, the school needs to concentrate more on the discipline of the students. Thus 17% of the parents found the discipline of the students to be satisfactory and 2% of them did not find it up to the mark. As against this 25% of the parents of the government school were completely

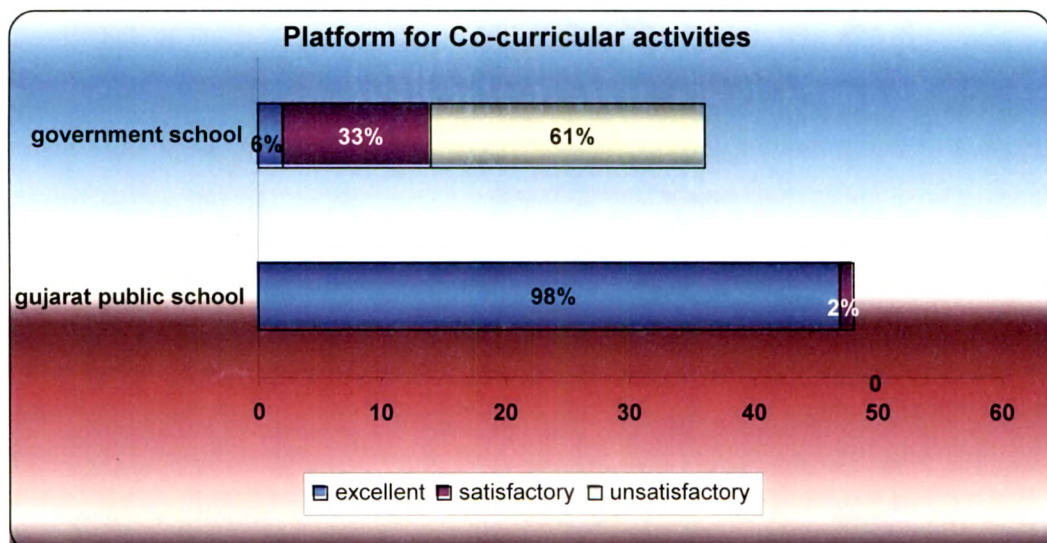
satisfied with the discipline of the school, yet most of them i.e. 58% found it satisfactory. But they think that there is still scope for improvement in the discipline of the students. However, 17% of them were not at all satisfied with the discipline of the students in the government school.

f) Platform for co-curricular activities

It is a famous saying that “All work and no play makes Jack a dull boy”. Thus in order to bring about a fuller development of the child’s personality, considerable emphasis should be laid on co-curricular activities. Inside every child lies the imagination of a Shakespeare, the genius of Ravishankar, the boldness of a Picasso and the grace of a Rukmini Devi Arundale.

To give vent to their self expression, children should be encouraged to actively participate in co-curricular activities such as debates, elocution, quiz, dance, drama, painting, music and a lot more besides. This not only gives the children an opportunity to realize their talents but also contributes to the development of a well balanced and integrated personality.

Exercise for the mind needs to be complemented by exercise for the body. Thus schools should encourage children to participate in a variety of sport and exercises too. In addition, activities such as trekking and hiking, NCC, Yoga and Karate give students the opportunity for all round development.



Gujarat Public School is known for its activities in Vadodara. Its mission is to ensure all round development of students. GPS provides equal platform to all its students for the co-curricular activities and thus almost all the parents of Gujarat Public School are completely satisfied with the school and 2% of them found it satisfactory. As against this, there are less opportunities for the students of the government school to show case their talents and hence most of them, i.e. 61% of the parents of government school are not at all satisfied with the co-curricular activities of the school. However, 33% of them find it satisfactory and the rest 6% are very satisfied.

9.3 PARENT'S INVOLVEMENT

It is no wonder that parent involvement with the schools has become a major educational issue these days. This is an era of increasing concern about the quality of education in this country. Schools are taking a greater role in monitoring and maintaining academic standards. Again they are ever more watchful of the expense involved in the overall running of the school. Schools are also concerned about continuing to provide high-quality teaching and other services with dwindling resources. And parents want assurance that their children will receive adequate preparation to lead rewarding adult lives.

The term "parent involvement" is a broad term. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modelling desired behaviour (such as reading for pleasure), monitoring homework, and actively tutoring their children at home.

Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

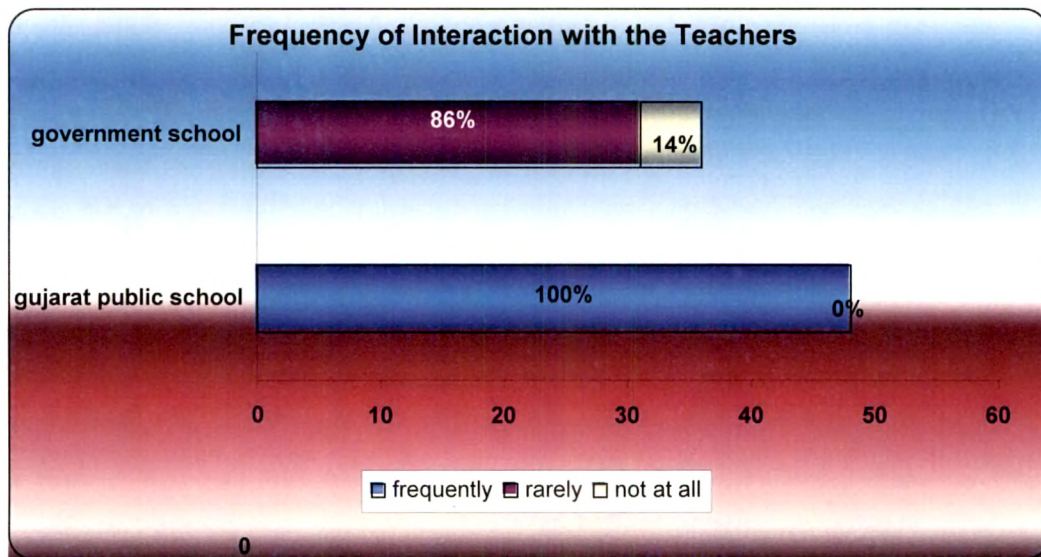
9.3.1 Parent Teacher Interaction

One-fourth of a child's time is spent in school. Once a child is admitted to a school, parents start thinking that their responsibility is over. Teachers think that parents do not take interest in child's education. On the other hand, parents think that teachers do not teach well in the school. Both are blaming each other. But both are equally responsible for child's progress, so both have to take interest in the child's growth and development.

In such a situation, parent-teacher interaction is a necessity. Apart from getting an opportunity to know the progress of their children it gives a chance to parents to understand needs and ideals of the school and also helps parents to participate in some of the school activities. Thus it helps in developing social aspect of school life.

- **Frequency Of Interaction With The Teacher**

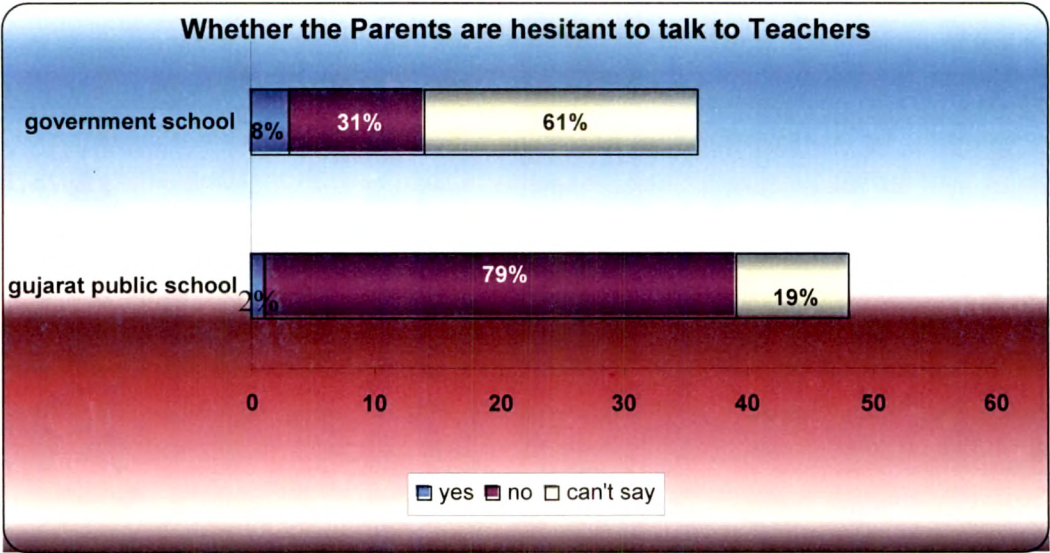
Parents have a full right to know about their child's progress and conduct in the school. Again there are number of activities that are held in the school daily. And parents can have a number of queries, doubts or suggestions regarding the same. This query might range from a small issue like absenteeism to a broader issue related to the changing behaviour of a child. There are some problems which are supposed to be solved immediately. In such circumstances, if the parents are not allowed to meet the teachers, then such problems keeps on adding which may result in a worse situation. Thus, more the parents meet the teachers, more can both of them learn about the child.



Formal parents meetings are arranged at Gujarat Public School once in two months for primary and secondary section students and once in every month for the pre-primary students where in the progress, conduct and the course content covered in that particular month is discussed. Again, the school recognizes the need of the parents and opens the gate of the school for the parents daily for half an hour after the school hours. Thus the parents can meet the teachers whenever they want on an individual basis. And hence, 100% of the parents are very satisfied with the frequency of the interaction with the teachers. In the government school, teachers meet the parents on all the report reading days and apart from that, organize two parents meetings in a year. Though the frequency of the interaction between teachers and parents is not that high in the government school, however, 86% of the parents feel that they can discuss their problems in the meetings arranged by the school. Again, for some specific queries, parents can informally meet the teachers. However, there were 14% of the parents who felt that the meetings arranged by the school are not at all enough.

Whether The Parents Are Hesitant To Talk To Teachers

Parents send their children to school for education. School educates children. Both are interested in children’s progress and both are answerable to each other but there are few parents who feel unwelcome and uncomfortable in their children’s school. This is mostly admitted in the cases where parents are not much educated or may feel shy to communicate their problems with the teacher. But in such a case, the child is a t a loss. Thus teachers should take a step forward to make the parents feel comfortable and encourage them to discuss every problem of their wards with the teacher.



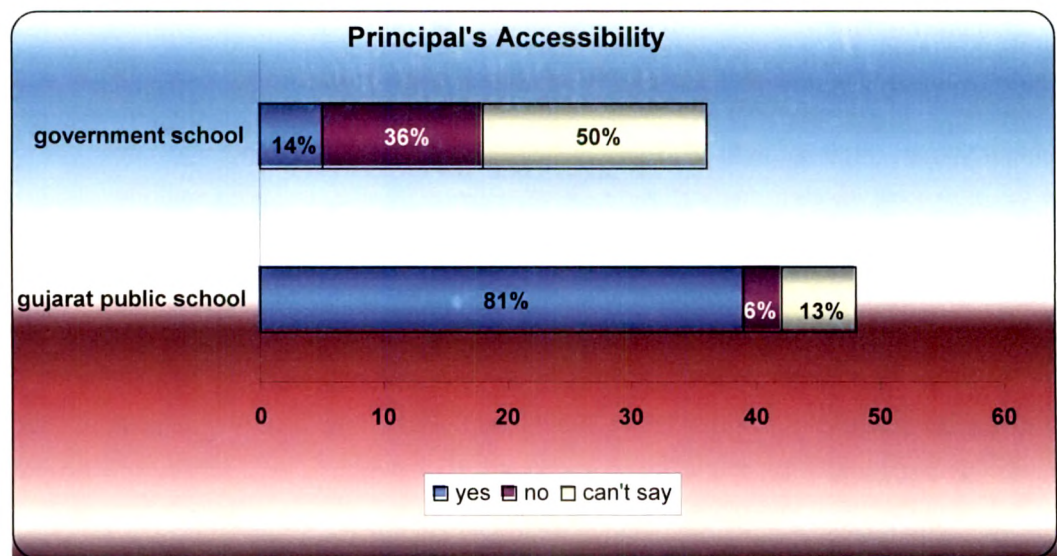
The teachers at Gujarat Public School are trained to keep a friendly relation with the parents and thus 79% of the parents feels comfortable with the teachers and can talk to them freely. Though 2% of them admitted that they were hesitant to talk to the teachers and the rest 19% of the parents did not say anything. This might be because of the language problem of the parents. In the government school, 8% of the parents were hesitant to talk to the teachers, 31% of them were not hesitant and the rest were not able to say anything.

9.3.2 Principal’s Approach

Since both home and school are the agencies of education and both are interested in the development of the child as an individual and as a social being, they have a common goal. These two agencies influence the child, each in their own way. The role played by the head of the family is same as the role played by the head of the school, i.e. the principal. The aim of both, the principal and the family members of the student lies in the benefit of the children. Thus the principal should have the positive approach towards the parents.

Principal’s accessibility

Principal is considered to be the head of the school, taking all the decisions and aware of each and every happening in the school right from class room teaching to all the other activities. Thus a parent having any query regarding anything in the school would like to see the principal personally. These queries might range from a simple problem like the absenteeism to more grave problems like the behaviour of the child. In such a situation, it is important that the principal provides an opportunity for open dialogue with the parents and allows parents to meet him/her as per the convenience. Principals are also expected to be visible at school events (sports, banquets, concerts, etc..)

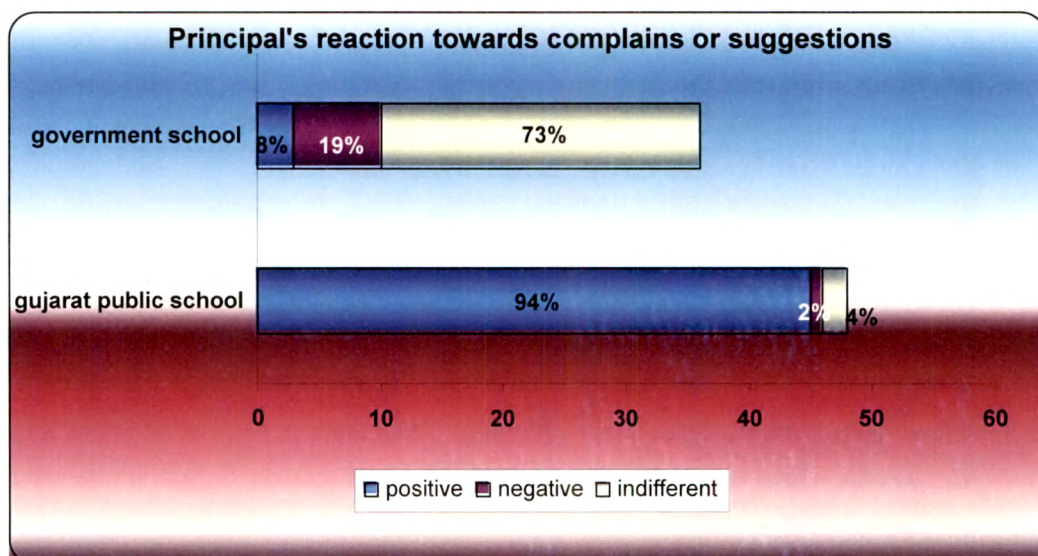


Though there is a fixed schedule to meet the principal at GPS, however, the parents are free to meet the principal any day with the prior appointment. The principal is available in the school before any child enters the school gates and she leaves only after every child leaves the school gate. Again she makes it a point to be present at every small function of the school and tries even to attend other community functions wherever possible. Thus 81% of the parents are satisfied with the principal's accessibility. However there were a few parents who wanted to escape from the hassle of taking the appointment of the principal before meeting. They were of the view that a problem can arise any time, and it is not always possible to wait till they get the appointment with the principal. As against this, 50% of the parents of the government school, did not say much about this issue as most of them did not feel much need of meeting the principal frequently. Even at the government school, the principal stays in the school till every child leaves the school and makes sure that she attends all the functions of the school. However 36% of the parents were not satisfied and the rest 14% were satisfied with the principal's accessibility.

- **Principal's reaction towards complains or suggestions**

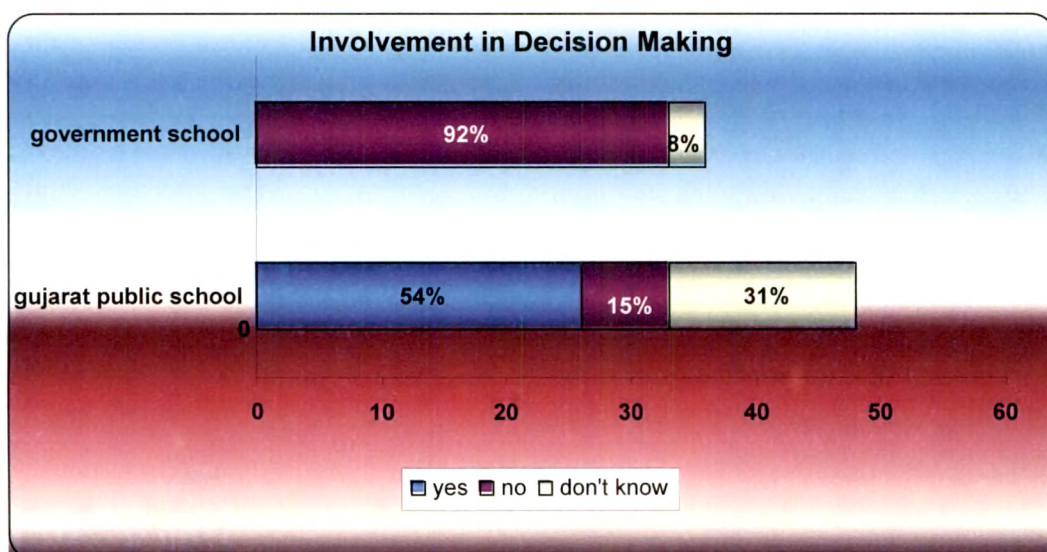
As explained earlier, principal is the head of the school and is expected to give an open ear to everybody. She should take positive stand without any kind of mind block.

Principal at Gujarat public school has a positive reaction towards the complains and suggestions made by the parents. She believes that parent's suggestions would be a useful device to improve their services. Even the complains are handled carefully and promptly attended. Most of the time, parent's problems are solved. As against this, the principal of the government school has a folded hand in terms of handling complains. Though she welcomes the suggestions, but is not able to implement because, she needs to consult everything with the board before finalizing any decision.



Involvement in decision making

School is a social institution wherein both the parents and the school are working towards the betterment of the students. Thus it is of prime importance that the decisions are taken jointly.



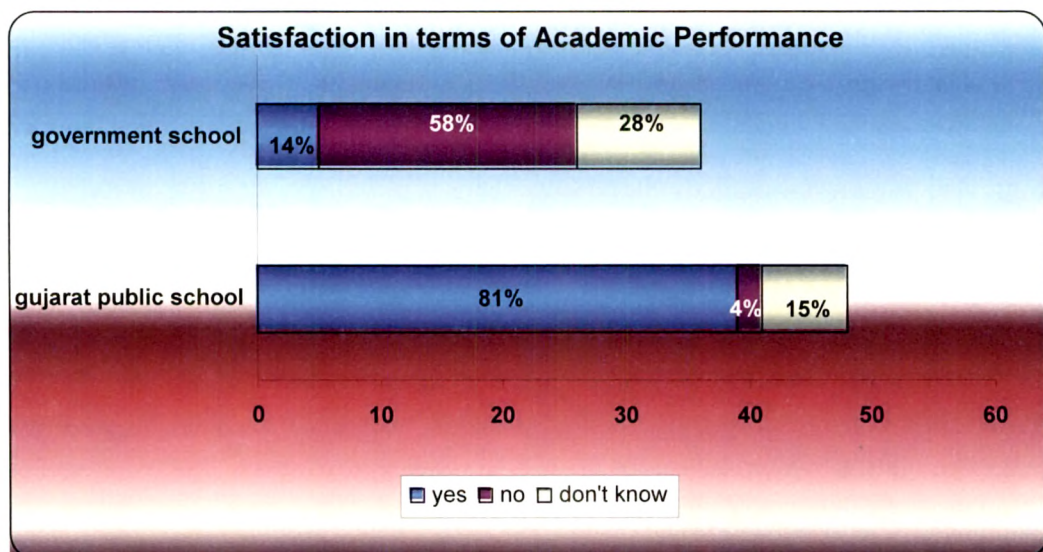
Though there is no formal procedure of decision making at Gujarat public school, but the principal is aware that parent's suggestions and consent is of prime importance. Thus she takes the parents into confidence and comes

to the conclusion only when it is mutually acceptable. If the decision does not come to a common conclusion, then the principal tries to convince the parents. However this is not possible in the government school. The principal gets the decisions from the board and has to follow the same.

9.3.3 Satisfaction in terms of student’s performance.

Academics

The very existence of any school emphasizes its need to impart education. Education again is a broad term which includes scholastic and non-scholastic activities. Academics focus on motivating and challenging students to connect what they learn within the four walls of a classroom with the world they experience and with what interest them. The basic premise is that if academic content is made more relevant, participatory and concrete, students learn better, retain more and apply learning in their lives. The text books followed by the school, the innovative teaching methods used and the method of evaluating the performance, all this counts when it comes to the academic achievement of the student. Again, the term “academics” is not limited to the transmission of knowledge from mere books, rather, the wholesome development of an individual should be the main aim of any school.



Gujarat public school promotes learning and teaching environment that reflects its essential values of academic excellence, individual development, community, ethical conduct, and service. GPS advances the faculty who demonstrates a passion for learning. It emphasizes learning in a concrete and participatory way. Again the stress is always laid on learning skills by demonstration, modelling, and practice. Focus is given on understanding and alternative solutions, rather than rote memorization and getting the right answers. Thus more than 80% of the parents at GPS are satisfied with the academics. However there were a few who were not satisfied with the academics because of the simple reason that their children were not scoring well in the exams and 15% of the parents were not able to decide whether they were happy with the academics of the school or not. The government school follows the clear direction from the board regarding the syllabus to be covered and in doing so they are left with little time to give extra knowledge to the students. Again, not much of the teaching aids are used and so the learning usually becomes monotonous for the students. Thus most of the parents (58%) were not satisfied with the academics. 28% of the parents were not able to give any answer for the same and the rest 14% of them were satisfied.

- **Other activities**

In today's competitive world, a lot is expected from an individual. Schools are the formal institutions which can play a vital role in fulfilling such expectations. Apart from academics, there are various other activities of the school which help the students to.

- improve communication skills
- develop the right kind of attitudes
- enhance leadership qualities and abilities
- work in a high pressure environment
- manage stress well
- emerge as a team player
- refine interpersonal skills

develop group skills

improve creativity

inculcate discipline

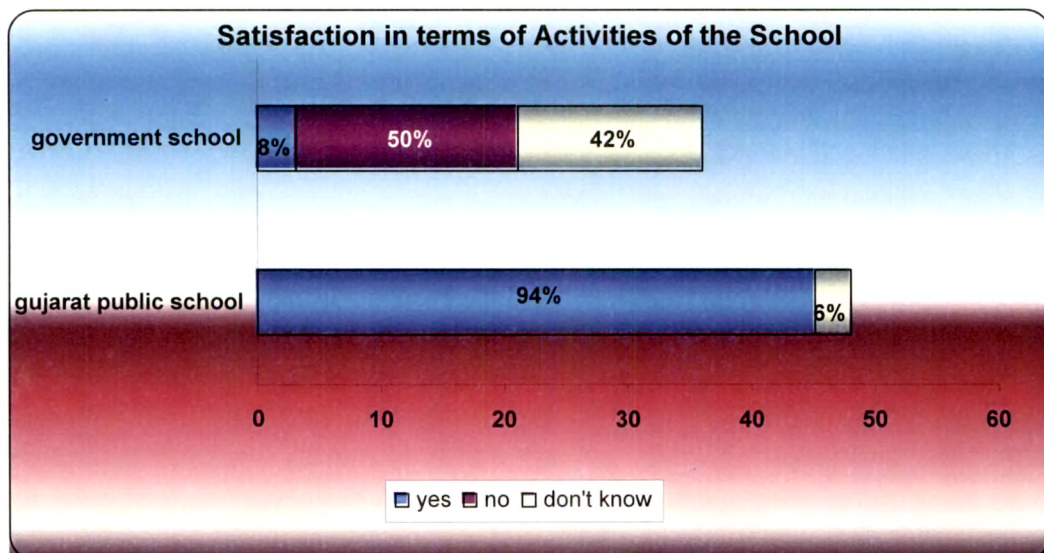
enhance confidence levels

set ambitious targets

work hard

become result-oriented

Thus all the other activities carried on in the school plays an important role in the overall development of the students.



The co-curricular activities offered at Gujarat public school, complement and enrich the academic curriculum by providing situations in which students can acquire skills, experience leadership, and grow personally. All students are encouraged to participate and to learn to balance academics, athletics, and the arts. Thus 94% of the parents were fully satisfied with the activities of the school and the rest 6% were not able to decide on the grounds that more activities were a hindrance to the academic career of their children. As against this, there are hardly any activities that are carried out at the government school and thus most of the parents (50%) were not satisfied with the activities of the school. Again it was noticed that the parents of the government school were not very much aware of the kinds of activities that can be carried out in a

school and thus were not able to give any proper answer. However 8% of them were satisfied with the activities of the school.

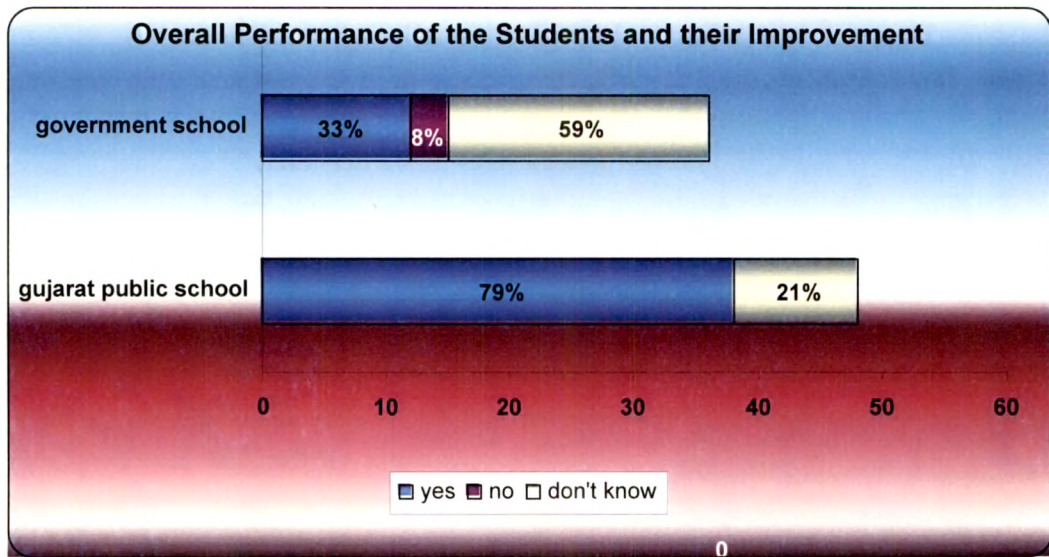
- **Overall performance of the students and their improvement**

Schools are educational institutions. There was a time when 'education' meant "pertaining to the development of the mind." Nowadays it seems to mean "anything that occurs in a school."

This is just one of many examples of a broader, more permissive, view of the proper function of educational institutions. The goal of education used to be the development of mental powers, to the exclusion of everything else. The goal was seldom achieved. The teaching of values, ethics, and the general socialization of the individual was left to the home and community. Schools didn't institutionalize these goals (except through disciplinary policy). Schools did subtly try to 'civilize' students, that is, to suppress their innate savage natures and encourage them to behave as if civilized.

Now schools assume responsibility for the "development of the whole individual," for example, instilling social skills, teaching about good health practices, drug education, and even teaching youngsters how to socialize.

In short, the schools try to teach anything society wants or needs, or which is not being addressed elsewhere. In the process a lot of things are going on in schools that have nothing to do with academics. This has blurred or erased the distinction between academic and non-academic activities. Thus the schools play an important role in the student's overall performance, be it academics, activities or their conduct.



Gujarat public school aims at maintaining a perfect balance between academics and activities. Apart from that it recognizes the need of creating a good citizen for the country. Many parents have noticed improvement in their child's behaviour after admitting them in GPS. Though this does not hold true, if the examination results are only considered. However, their children have excelled in many other fields. Thus 79% of the parents were satisfied with the overall performance of their wards. Though, there were no parents who were dissatisfied, however, a few of them were not able to decide. In the government school, nearly 60% of the parents were not able to decide whether their wards have shown improvement or not, 33% of them were satisfied and the rest of them were not happy with the same.