

4. GUJARAT PUBIC SCHOOL - AT A GLANCE

4.1 INTRODUCTION

BRG group was formed with a view to offer best educational standards to the children. The mainstay of the group is nurturing, enriching and helping children in all ways possible. To realize this objective, the group started Urmi School in 1992 which has both English and Gujarati mediums and a staggering strength of 7000 students. Gujarat Public School is an additional venture of this group in the field of education.

4.1.1 About the school

Gujarat Public School is one of the elite schools of Vadodara. It is a co-educational English medium school. Gujarat Public School took the shape of reality with the simple idea of imparting knowledge to the wider section of society. With the government's decision to permit more and more schools in Vadodara, GPS came into being with another viable option to the parents who were looking for quality education as well as a judicious mix of activities and learning.

4.1.2 Vision

The vision of BRG Group is to eliminate the inequality prevailing in the society as the people are divided into sectarian sections only due to lack of awareness, information and education thereby empowering all the segment of society irrespective of the existing barriers by providing knowledge, information and education.

When a young student takes admission into a school, he is like wet clay waiting to be moulded. It is the prime duty and concern to mould him into a citizen who is responsible, sincere, value driven and committed to the betterment of the community, a citizen who is productive and competent enough to take the society to new heights of success and achievement and who is above all a good human

being. Gujarat Public School nurtures this vision as it believes that vision without action is merely a dream, action without vision is merely passing time, but vision and action together can change the world.

4.1.3 Mission

The mission of Gujarat Public School is to provide sound education and multidimensional development of students with a commitment to excellence in teaching, which is responsive to regional, national and international challenges. GPS wants its students to be well equipped to face various challenges of the future.

4.2 GUJARAT PUBLIC SCHOOL RESIDENTIAL - THE JOURNEY...

The dream of BRG group as an “ideal school” gave way to brainstorming of different aspects like resource planning, infrastructure, educational pedagogy and other aspects of school functioning. No stones were left unturned for this and on the second day of June 2002, Gujarat Public School was inaugurated by none other than His Highness, Shri Sundarsingh Bhandari, the then Governor of Gujarat.

Before the school came into shape, a detailed market research was carried out wherein the expectations of the parents were also listed. Keeping these points into considerations, all the parents’ expectations were fulfilled. As per the feedback taken by the parents, it was concluded that parents do not want only education but are looking forward to multi dimensional development of the child. Thus the curriculum of GPS consists of a judicious mix of co-curricular, extra curricular activities, games and sports along with ascertaining the sound principles of academics.

As change happens to be the only permanent process and a positive change always moves towards betterment, GPS in these 5 years has always felt the pulse of students and parents thereby gauging their immediate and ultimate needs. The agenda of GPS thus consisted of such viable projects which could help satisfy the

immediate and ultimate needs of the students and the parents. In a nutshell, the growth story of GPS revolves round satisfying the requirement of community and society at large.

GPS started with the strength of nearly 300 students and housed pre primary and primary sections in the school building. Specifically there were 200 students in the pre primary section and the classes in the pre primary section included nursery, junior kg and senior kg with an average of 36 students per section and the total of 2 sections per class. However the primary classes had only one section per class in the first year of existence. The number of teachers in the pre primary section were 9 and that of primary were 10 . In the very first year, getting a sufficient strength of 300 students can be attributed to various factors like the management's long association in the field of education, the name of the group, good campaign and publicity. The comparative increase in the student's strength in the successive years is being tabulated below.

Increase in student's strength starting from 2002 to 2006

Years	Student's strength
2002	308
2003	585
2004	860
2005	1315
2006	1534

Source: General register book of Gujarat public school

With the gradual increase in the standards, the school got the permission for starting std. 8th that is the secondary section. Eventually, the school also got the permission to start the higher secondary section comprising of general stream and science stream.

With the passage of time, GPS could realize the needs of the parents, teachers, students and the community at large and thus synchronized with these interest

groups, thus building a harmony marching forward to realize the larger societal goals.

4.3 GEOGRAPHICAL LOCATION AND INFRASTRUCTURE

Gujarat public school is a co-educational school, located in a posh, secured and easily accessible area of vadodara city. The distance of the school from the railway station is 8 km, and that of the airport is 15 km.

The school premise is spread across a large lush green area. The huge building of GPS is equipped with modern facilities and infrastructures. All the classrooms are equipped with colourful user-friendly benches and blackboards keeping in mind the use, need and requirement of a particular age group. Spacious classroom are linked with wide corridors and the corridors displays students work, activities and outstanding achievements.

Keeping in mind the importance of reading, GPS has designed a spacious, colourful, knowledgeable world of books throwing light on various subjects. The library at GPS is designed in a colourful way so as to get rid off the impression of the word library which reminds of a stuffy room packed with books.

Computer studio at GPS has adequate number of computers so as to give individual practice to the students. It has the facilities of networking, latest educational CDs, audio visual learning, etc.

Apart from this, the science laboratories at GPS provide an array of instruments and other equipments for children to try out illustrative experiments and learn new things. Modern and well equipped science labs are available with essential and desirable equipments for conducting practical experiments for the integrated science course at the secondary school stage as per the requirements of the curriculum.

Separate spacious and well designed dance floor and music room adds to the facilities provided by GPS. Apart from these, students usually engage themselves in art and craft room, maths lab, language lab and discovery club.

GPS has a unique multi utility sports arena with a capacity of 2000 to 2500 spectators wherein the school encourages the students to dabble and indulge in their favourite sport.

Clean toilets, spacious staff room, counselling cell, toy room, sick bay, dinning hall, administrative area add to the basic infra-structure of the school.

4.4 ACADEMICS

4.4.1 Teaching learning process

A child is sent to a school for the simple primary reason to learn something. Thus the most important function of any school is to ensure proper teaching learning process in the school. This teaching learning process is a complex process by which learners are provided with a deliberately designed environment to interact with, keeping in focus pre-specified objective of bringing about specific desirable changes. Whether instruction goes in a classroom, laboratory, outdoors or library, this environment is specifically designed by a teacher so that students interact with certain specific environmental stimuli, like natural components (outdoor), information from books, certain equipments (laboratory) etc. Learning is directed in pre-determined directions to achieve certain pre-specific goals. This does not however mean that in the pre-determined environment, no learning other than what a teacher has decided upon as instructional objectives takes place. The variety of experiences that students go through with a teacher, among themselves provides learning opportunities.

A teaching learning process in the school is truly like that of an input output process which goes on in the industry. In the industries raw materials are the inputs which are processed and transformed to finished products which becomes the output. Similarly, in a school, the course content transacted by a teacher, other learning experiences, different methods of teaching etc. serves as the input. Such transaction of information or teaching is the process in which students interact

with these inputs. And the transformation which takes place in the students happens to be the final output.

GPS recognizes the fact that educating a child is the primary function of the school, and no learning can take place if the instructors are not well prepared. Thus the teaching learning process at GPS is given much importance and teachers are expected to be well prepared before teaching, while teaching and after teaching. Hence teachers at GPS divide their work in three phases:

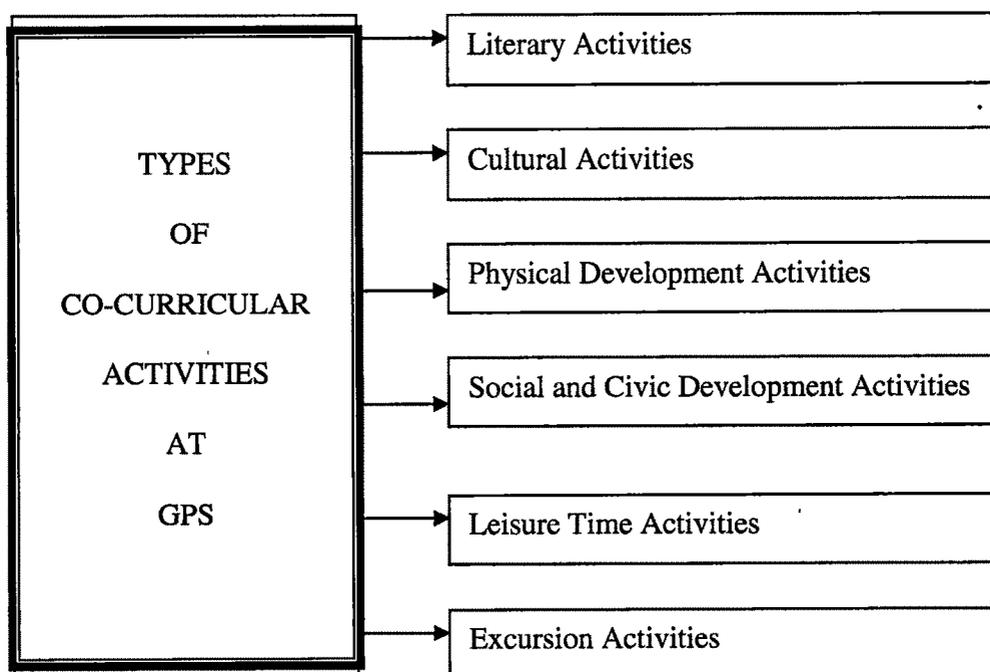
- Pre-teaching phase

Any work can be brought to a conclusion if planned properly. Planning is actually a simplification of a complex process. Thus teacher at GPS plans on the following before going to the class.

- a) The teacher decides on the portion to be selected for instruction.
- b) Analyze the content.
- c) Decides on the level of student's understanding regarding that topic.
- d) Decides upon the time available.
- e) Decides on the teaching aid.
- f) Lastly decides on the method of evaluating learning, i.e. through a written test, oral test, performance test etc.

- Teaching phase

Teachers are identified as instructional input. But one should understand that unlike industries, where the outputs are products, in a school, a teacher has to deal with human beings. Though the teachers are expected to teach in a manner as planned by them, however, the school gives complete autonomy to the teachers to take own decisions in case the teaching learning process. For example, a teacher can stop teaching if she feels that the students are getting bored. Or she can take more time explaining a part of the topic if she realizes that the students have not understood properly. GPS believes that only



Literary activities are those activities which are related to literature. It includes activities like debate, elocution, recitation, writing articles, organizing visits by eminent personalities, recitation of self made poems, dramatization, news bulletin etc. Such literary activities help in language building and in enhancing vocabulary, improve articulation, expression, communication, creative writing skills, independent thinking etc. They also give an opportunity to students to show their hidden talents and develop; self-confidence. Literary activities help in achieving educational objectives and thus every Saturday, there are various kinds of literary activities carried out at GPS for different standards.

Cultural activities are those activities which are based on culture and tradition, e.g. celebration of religious, social and national festivals, folk songs, folk dance, music, drama, dance, painting, etc. Cultural activities contribute towards attainment of group feeling i.e. belongingness, which provide an opportunity to show hidden talents. Students learn group responsibilities, express ideas, share ideas, etc. Through celebration of religious festivals or birthday celebrations students learn about culture along with entertainment. They get good exposure to our rich cultural heritage. Feelings and emotions are developed and they get a change from routine life. Knowing these benefits of cultural activities, GPS lays

experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Teachers at GPS are encouraged to take the students for such educational tours as and when required and the school readily helps them in whatever way required.

4.5 ADMINISTRATION

4.5.1 Maintenance of records

Every institution is required to maintain various kinds of records, which reflects the overall picture of the school. Every state has prescribed a number of records which a secondary school must maintain. Apart from this, a school is a social institution answerable to parents, managing committee, education department, community and to pupils. All this makes keeping and maintaining of records essential.

The records that are maintained by GPS can broadly be classified under the following heads:

a) General records

General register, log book, visitor's book, staff meeting record, public relations record.

b) Records of teachers

Service book, attendance register, teacher's muster, register of private tuitions of teachers, confidential record, and teacher's diary.

c) Record of pupils

Attendance register, school leaving certificate, cumulative record card, admission record, performance record.

d) Equipment records

Dead stock register, laboratory register, library register, stationery issue book, stock and issue of sports material, inventories of infrastructural facilities.

e) Financial records

Daily cash book, ledger, register of fee collection and all other books of accounts.

Though the principal is the person who is finally responsible for the school records, the maintenance of the records is done by the administrative staff under the guidance of the principal.

4.5.2 Human Resource

Human resource management implies organizing and dealing with personnel at work so that they attain the greatest possible realization of their intrinsic abilities thereby achieving maximum efficiency for the school and giving optimum results to the school.

Self finance school needs a separate human resource management cell because there is a distinct level of demarcation between various segments and high level of efficiency is expected from the personnel. To extract the maximum potential of the employees an organization needs a high level of motivation and various other aspects like staffing, compensation and benefits, incentive system, job enrichment and other legal matters.

As the free individual insists on exercising a considerable degree of self management, the HRM cell in GPS is a line management responsibility which permeates all level of management and all type of functions. It treats the employees both as responsible individuals and co-operative group members. The HRM helps the individuals to utilize their capacities to the maximum and to attain not only maximum individual satisfaction from their work but also satisfaction as part of working group. HRM cell in GPS therefore aims at achieving the objectives of the school most economically and effectively.

For this reason, the work of the HRM cell in GPS starts right from the first stage of recruitment of suitable personnel for the school. As the HRM head collects the preliminary information about the candidates to be interviewed. It also takes down the minute details about the candidate's convenience, passes on the information to the interviewer in the school and fixes up an appointment. This function of human resource cell gives a crystal clear idea about the needed information about the candidate to the management which facilitates him to take an appropriate decision.

Example: If the human resource cell finds out that the candidate is coming from a far off place to attend the interview, it immediately consults the management and arranges a suitable time which is mutually agreeable to the candidate and the management.

Example: If the candidate does not meet the basic requirement of the school for a particular position in terms of age, qualification, experience etc, then the human resource cell in GPS, screens the candidate at that initial stage itself to avoid overcrowding and unnecessary complications in the process of selection.

After the initial stages of screening and final interview the role of HRM in GPS becomes very crucial. The selected candidate has to face an interaction session with the HRM cell where in the HRM extracts the information about the family background of the candidate, accommodation, stability in the school etc.

Example: In case of an outstation candidate, HRM tries to find out his/her familiarity with the city. If the candidate has any place to put up, occupation of the spouse and then further convey these in formations back to the management which acts as a very important inputs for the management to take a final call.

As HRM in GPS is working towards ensuring the maximum well being of teachers and other staff, the function of HRM in the school ensures the various compensation and benefits as directed by the school to the employees.

4.5.3 Finance

For the smooth functioning of any institution or organisation it is very important to tap the necessary financial resources, plan the financial resources and then to manage the resources accordingly. Thus finance becomes the pivotal point for the growth and functioning of any institution.

In Gujarat public school, financial budgeting is done to carry out the academic and non-academic programmes throughout the proposed academic session.

Long term budgeting: Long term budgeting in Gujarat public school is done keeping in view the long term objectives of the school. Since the school's mission is to oversee the overall development of the students, it becomes imperative that the school fund is routed towards strengthening the infrastructure like arrangement of well equipped separate areas where various co-curricular and extra curricular activities can be taken up.

Financial planning is also done pertaining to the cross country cultural exchange programmes, development of sports so that in long run some promising athletes can be produced by the school. Development of sports includes the running of sports academy promoting some selective team games like basket ball, tennis, etc. A few elite sports like horse riding has been developed with a long term objective to prepare a few remarkable riders.

Same way in the field of dance, music and dramatics also, keeping with the long term objective and the vision of the school, necessary reserve fund is apportioned. Thus, the long term budgeting is done with respect to the expected profile of the students, the school envisions.

Short term budgeting: Short term budgeting is done with a view to take through a particular academic session keeping in view the apportionment of funds towards various activities carried out in that particular financial year.

The activities taken up in an academic session include academics, examinations, competitions, sport events, annual concert, exhibition functions and celebrations, school picnic, tours and excursion, sport events, school fun fair etc.

Financial departments: In Gujarat public school, there is one apex department i.e. finance and accounts department which takes care of the fee, expenditure and procurement and purchase. The figures and amount of fee collected and the necessary purchase done is finally tallied by the accounts section.

Internal auditing is done once in a six month. And an official auditing is done by the auditors i.e. chartered accountant once in a year.

Resources: School fee, in Gujarat public school is the only financial resource, the school being a non granted school. Thus, school fee is bifurcated into different heads like tuition fee, term fee, and development charges. Quarterly instalments are decided for the students, so that it can be easy to the pockets of the parents.

Expenditure: The major chunk of the income that comes through student's fee is diverted towards the salary of teaching and non-teaching staff. Other than this, there are many recurring and non-recurring expenses like telephone bills, security expenses, cultural programme expenses, electricity expenses, printing and stationary expenses, legal and professional charges, sports expenses, books and periodicals, advertisement expenses and other miscellaneous expenses etc.

- **Purchase and procurement**

For the purchase and procurement, registers are maintained. The first step begins with the teachers giving a requisition to the coordinators specifying the needs of the items, the specific quantity and expected date i.e. the date by which the items are needed. The coordinators examine the needs and then forward the same to the principal and management. With the approval seal the requisition is then forwarded to the procurement department in administration section. Administration section coordinates with the accounts section arrange for the required amount and asks for the quotation. As the lowest quotation is given approval by the authorities, materials are procured by completing the necessary paper formalities. Challans are filled up once at the entry point and another record is maintained by the stock keeper. Different departments like library, laboratory in charges are then given away the items,/ materials/ instruments/ books etc. and the department in charges are held responsible for the upkeep of these items.

The financial documents: In Gujarat public school, the financial documents include the monthly ledger folios, registers, various receipts like fee receipts, challans for daily purchase bills and account books.

Separate stock books like library registers, computer stock, general dead stock register and laboratory registers are maintained so as to keep authentic record of necessary purchase and consumption.

Contingency fund: In Gujarat public school, there is a provision for the contingency fund as well for the unavoidable necessary and emergency programmes, like conduct of inter school exams or any seminar directed by the education office etc.

4.5.4 Marketing

In the growing phase of competition even in education sector in Vadodara, the demand and supply equation works. As the end user of education is the student and the parents happens to be the customers, once the child is inducted or initiated in the school, the process of searching for the talent and then further working to polish that talent is taken up by the teachers. Thus the education process can be equated with some differences to the manufacturing process. The only difference lies in the fact that the teaching fraternity is manufacturing human beings and the other industries manufactures products. Marketing thus becomes vital even in the education sector.

As in Vadodara the number of schools have grown manifolds, in the last 5 years and seeing the huge investments required to set up schools, every school comes into existence only after doing necessary market research. It is only when the school is satisfied by the viability of the project, it starts the further expansion. And here comes the significance of marketing.

Market survey at the inception of GPS

As the idea of commencing a new school started metamorphosing into a vision, in order to zero in the target group, it was very much essential to do a study of the market. Thus, a market survey was conducted which included the points like resident's psyche, meaning of a good school for the residents, facilities in general

parents want for their wards, what is extra that they look forward to a new school, general reason of dissatisfaction or discontentment etc. Thus a general study was carried out to gauge if the parents want to apportion the activities and academics for their wards during the school time. After studying the questionnaires and analyzing the same, some features emerged on which a consensus was formed. Based on the consensus, a common minimum programme was charted and strategies formed on the basis of the same.

The stretch towards the west side of the railway station of Vadodara city, i.e. Alkapuri, Old Padra road, Gotri road, Subhanpura, Vasna road, Akota, Manjalpur, Makarpura etc., are considered to be the most progressive and developing.

The areas comprising of Old Padra road and beyond are residential areas dotted by flats, tenements, duplexes and bungalows. Thus the land for starting GPS was acquired adjoining old Padra road. The areas adjoining Atladra, namely Old Padra road, Vasna road, Akota, Manjalpur, Makarpura, Gotri etc. are very well connected to the site of GPS with *Pucca* roads. Traffic circles cross roads and T-junctions are properly laid out to ascertain that commuting becomes safe and easy for the school goers. The main roads also have the economic means of transportation facilities readily available so that the people can reach the school without much of hassle.

Before making GPS functional, a general survey of the total number of schools existing in the vicinity and within a radius of 5 km of Atladra area was carried out. A few schools did exist in this area which was not frequented. Again there were other schools like Baroda high school, Tejas Vidhyalaya, Vidhya Vihar, Himgira Vidhyalaya, etc. already existed but were at a farther distance from Atladra. However, it was concluded that only a few registered secondary school, namely Vidhyakunj Vidhayalaya, Bhavans, Gujarat electricity board school, Sabri Vidhyalay and Kedavni School existed in the nearby areas of Atladra by the year 2002. This fact played a major role in deciding that the land should be utilized for the purpose of establishing a school.

The findings of the market research of the school shows that the service class people employed in the public sector undertakings, central government offices and big private sector enterprises prefer to send their wards to quality schools so that they don't face any problem of admissions of their wards in the good schools of other states. The other strata of the society which is the business class also prefer their children to go to a high profile schools even if such schools happens to be at the far off places. Though distance is no hindrance for the new age parents, the quality of education happens to be the deciding factor for them. This means the city dwellers of this area were really in need of a good quality school in this Atladra area.

A study of the social background of the residents of this area conducted by the school revealed that mostly this area is inhabited by the nuclear families. And many of the families have more than one earning members. The percentage population of the children in this area was also on a higher side. The findings also show that most of the parents residing in this area are literate and educated. They are genuinely concerned about their ward's education and schooling.

- **Enrolment in schools**

The research findings carried out by the school shows that the families falling in the low income bracket send their wards to the schools in the near by areas like vidhyakunj, sabri, g.e.b owing to the readily available transportation facility provided by the school. On the other hand, the families of high income group admit their children to the school even at the far flung areas like navrachna, bhavans, baroda high school, tejas vidyalaya, etc. mainly because these schools excel in terms of quality and facilities.

- **Facilities**

In today's age, any parent is concerned about his/her ward's overall development. The schools that already existed in the nearby area of atladra had a number of facilities like library, laboratory, play ground etc. But the

question arises as to does the mere existence of such facilities are enough for the overall development of the students? A library is of no use unless it is well stocked with latest books and similarly a laboratory has no significance if its equipments are out dated. This does not mean that all the schools lacked physical facilities but expectation of parents are far higher than mere existence of such facilities. Most of the schools did not provide meals except Bhartia Vidya Bhavans. Again the teacher student ratio was quite high in such schools. With no option left with the parents for a complete school, they had to rely on various extra coaching classes for their wards like skating, karate, dance, music, painting etc. which leads to extra expenditure and more commutation time. Keeping all these things in mind, GPS offered a balance between academics and activities. All these activities and many more were added in the curriculum of GPS itself.

- **Fee structure**

A study of the average income of the residents of Atladra area conclude that the people are well off financially and are quite capable to afford the expenses of quality school which can offer quality infrastructure, facilities and education. It was also studied that the other schools namely Vidhyakunj, g.e.b etc. had a very nominal fee structure catering to the low and lower middle class of the society. As the fee charged was nominal, the facilities provided was also very less. These schools also lacked in terms of infrastructure. The teacher to student's ratio was also more. The main problem of these schools happened to be lack of space. On the contrary, the schools like bhavans and navrachna have carved a name for themselves in education in terms of quality academics, quality infrastructure and quality facilities. The fee charged by these schools is exorbitant. But these schools are affiliated to central board of secondary education. The local residents of baroda who don't have any intention of settling outside Gujarat envisages their ward's education in quality higher institutions of this state only. This is the reason why the percentage inclination of such residents is towards state run schools.

The fee structure of GPS was finalized keeping in view of the above findings of the market survey. The annual fee of GPS was Rs.9000 per annum, which included the term fee, tuition fee, meal charges, admission fee, developmental charges etc. The fee was bifurcated into quarterly instalments. The idea behind the bifurcation was to spread out the total annual fee into 12 months so that it becomes easy on the pockets of the parents.

- **Expectations of parents.**

The study findings of the market research carried out clearly categorize the residing population of Atladra area into two categories. One category of the parents sends their wards to any school which can formally impart education. For them the brand of the school does not matter much. They are also not concerned about the overall development of personality of their kids. That is the reason why they are not so keen on sending their wards for any additional activities other than academics. They are easy going parents who want easy education without much of botheration. The percentage population of such parents of this area is very less. On the contrary, the other category of people can be termed as 'demanding parents'. They want their kids to excel in each and every field along with academics. They have a long list of activities like sports, cultural activities, co-curricular activities etc. As they want to give the best to their wards they are always in constant search of quality education, facilities and amenities. They don't compromise with quality and they are ready to pay for that. The percentage population of such parents is considerable in this area. Their idea of a quality school includes:

- a) good learning resource centre
- b) very good school building
- c) quality and comfortable furniture
- d) school ambience
- e) well equipped laboratories
- f) well ventilated classrooms
- g) less student teacher ratio

- h) co-curricular activities
- i) sports field
- j) technology aided learning

(These are the main concerns; however this is not an exhaustive list but differs according to the desires of individuals.)

Thus GPS decided to accommodate all the activities and accordingly made the provision for all the activities so that the parents can save their money as well as time by keeping their wards in the same school. The children are not required to go out of the school or to spend money by joining coaching classes for different activities. They can see their children master all the activities being in the school. Thus the GPS curriculum is a judicious balance of activities and academics. Again, according to the survey, it was found that many of the parents were working parents and were not able to spend much time with their wards or had less time to look after their wards. To arrest this problem, GPS came up with the Day school wherein the students had to stay back in the school till evening. Teachers in the day school help the children complete their homework and prepare them for exams too. One more expectation of the parents of *nasta* was given shape by the school. Thus mothers can lighten up their work in the morning from the hassle of preparing *nasta* for the children. Thus before commencing GPS, this survey proved to be of great importance in knowing the parents expectations and GPS tried to fulfil most of them.

Channels of Marketing

After the market survey, GPS was then ready to put forward the idea of an “ideal” school to the public. GPS being one of the most elite schools of Vadodara, decided to market its name in a way that would attract its target customers. Through the survey, it was noticed that most of the people of Atladra and nearby area read Gujarat Samachar. Though GPS advertised in all the news papers (Gujarati and English), however, more stress was given to Gujarat Samachar and thus the frequency of releasing advertisement was more in that particular news paper. Again, as far as the electronic media was concerned, GPS ads were released in all the local channels of Vadodara. The most important channel of

marketing for GPS happened to be the hoardings. Not less than 10 hoardings, (most of them in the nearby area of the school) were put up for a period of 2 months.

Apart from this, various competitions were organized in the school campus before formally starting of the school. The idea was to invite students and parents of different schools and make them familiar about the school.

The most important step taken by GPS was to invite the Then Governor of Gujarat, Shri Sundar Singh Bhandari for the inauguration ceremony of GPS. This inauguration ceremony of GPS was covered by most of the media and this proved to be a broad way for people to know about the school.

However, the marketing of such self finance school does not end here. It is even more important to maintain the existing students and add more.

It goes without saying that for an educational institution, the best source of marketing can be mouth to mouth publicity. If the students of the school are happy with the academics and the overall performance of the school, they would hardly think to change the school except for some genuine reasons. Thus, it is of prime importance to see the satisfaction level of the students and the parents. Unlike government schools, where the school authority meets the parents only when required or at the time of report reading, at GPS, the principal and the supervisors constantly keep in touch with the parents, listen to their minutest problems and try to solve most of them. This in turn raises the satisfaction level of the parents. Since 4 years, GPS is noticing that most of the new admissions in the school are their current student's siblings, relatives or friends. This proves that the satisfied parents would admit their other wards in the same school and even suggest others for the school.

Though the school did not advertise much after the first year of the school through newspapers, local channels or hoardings, however, spreading the awareness of the existence of the school did not stop. GPS organizes many functions in a year on

grand scale and invite even the outsiders in few of the functions like (funfair, science fair, etc). This not only helps spreading the awareness about the school, but even showcases the tough efforts of the school and the students to pull the general crowd. Again, various press notes are released after all the functions which would familiarize people about the school. The school also updates its website regularly and allows people to download admission forms from the website itself.