

KENDRIYA VIDYALAYA SANGATHAN



A SURVEY ON TEACHERS' AUTONOMY IN KENDRIYA VIDYALAYAS: PERSPECTIVES FROM FOUR REGIONS



ZONAL INSTITUTE OF
EDUCATION AND TRAINING
MYSURU

DIRECTOR'S MESSAGE

It gives me immense pleasure to present the findings of the *Survey on Teachers' Autonomy in Kendriya Vidyalayas: Perspectives from Four Regions*, conducted across Bengaluru, Chennai, Ernakulam, and Hyderabad regions. This survey is a commendable initiative that reflects our collective commitment to understanding and strengthening the professional space of our educators in Kendriya Vidyalaya Sangathan.

Teacher autonomy lies at the heart of quality education. It empowers educators to make informed pedagogical choices, design meaningful learning experiences, and foster creativity and innovation in classrooms. The insights from this survey, drawn from a wide spectrum of 3,025 teachers including Primary Teachers, TGTs, PGTs, Vice-Principals, Headmasters, Music Teachers, and Librarians, highlight the dynamic balance between freedom and responsibility in our schools.

I extend heartfelt thanks to all the Deputy Commissioners of the Bengaluru, Chennai, Ernakulam, and Hyderabad regions for their valuable support in facilitating the dissemination of the Google Form to all Kendriya Vidyalayas under their jurisdiction. My special thanks to all the Principals for encouraging and ensuring the active participation of teachers from their schools. I sincerely thank all the participants for their timely and enthusiastic response in completing the survey forms, which made this survey meaningful and successful.

I take this opportunity to express my appreciation to Mr. D. Sreenivasulu, TA (Mathematics), Mrs. Vineetha N. C., TA (English), and Mr. Bushair P. K., Librarian, ZIET Mysuru, for conceptualizing, conducting, and analyzing this comprehensive survey.

I am confident that the insights from this survey will guide our continued efforts toward creating more empowered, motivated, and innovative teaching communities across Kendriya Vidyalayas.

MENAXI JAIN
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A Survey on Teachers' Autonomy in Kendriya Vidyalayas: Perspectives from Four Regions

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Abstract:

This survey explores teacher autonomy in Kendriya Vidyalaya Sangathan (KVS) schools across Bengaluru, Chennai, Ernakulam, and Hyderabad regions, focusing on educators' freedom and control over teaching practices, decision-making, and classroom management. A Survey was conducted among 3,025 teachers, including Primary Teachers, TGTs, PGTs, Vice-Principals, Headmasters, Music Teachers, and Librarians, with balanced representation across gender and regions. The findings indicate that teachers exercise substantial autonomy in planning classroom activities, selecting instructional materials, setting learning goals, and managing professional development, fostering creativity, innovation, and student-centered instruction. While teachers actively co-decide on classroom-level work, their influence on broader school policies is limited. Respondents reported significant freedom in assessments, project work, and classroom management and felt encouraged to experiment with innovative teaching methods. However, non-teaching duties often constrained their core responsibilities. Overall, the survey underscores that teacher autonomy enhances professional satisfaction, engagement, and effectiveness, with many respondents highlighting the need for increased empowerment to reach their full potential.

NEP 2020 and NCF SE & FE

“Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms’ – NEP 2020 para 5.14 (p.21 &22)

“Teachers must have autonomy to respond to the reality of the classroom in the best possible manner to achieve the Aims of Education. For this, they must be enabled with the right

teaching-learning resources, physical environment, and professional development. Along with this autonomy, Teachers must have accountability, fully recognizing that accountability is a complex matter in education.” – NCF SE 2023(p.41)

“Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining clear connection to the Competencies.” - NCF SE 2023(p.89) & NCF FE 2022(p.51)

“Assessment should not overly burden the Teacher. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained. While such autonomy is important, systematic record keeping of children’s assessment should be seen as an important part of a Teacher’s professional responsibilities.” - NCF FE 2022(p.172)

Methodology / Approach

This study employed a survey-based approach to examine teacher autonomy across Kendriya Vidyalaya Sangathan (KVS) schools in the Bengaluru, Chennai, Hyderabad, and Ernakulam regions. Data were collected using a structured questionnaire administered via Google Forms, which was circulated to all Kendriya Vidyalayas in the four regions. A total of 3,025 teachers participated, including Primary Teachers, TGTs, PGTs, Vice-Principals, Headmasters, Music Teachers, and Librarians, ensuring balanced representation across cadres, gender, and regions. The survey focused on various aspects of teacher autonomy, such as classroom practices, curriculum implementation, professional development, and participation in decision-making. The responses were systematically analyzed using Microsoft Excel to calculate frequencies and percentages. Visual representations, primarily pie diagrams, were employed to present the data clearly, facilitating an intuitive understanding of teachers’ autonomy levels and patterns across different domains of their professional practice.

Key Insights

1. Classroom Work Processes

Teachers indicated substantial autonomy in planning classroom activities, managing pace of instruction, and selecting student learning tasks. They valued the freedom to be creative and adopt innovative teaching approaches, which they felt improved engagement and learning outcomes.

2. Curriculum Implementation

Respondents highlighted their independence in choosing lesson materials, adapting content, and setting instructional goals. While broad curricular frameworks are followed, teachers exercised discretion in shaping lessons to meet the needs of their students, demonstrating a balance between compliance and innovation.

3. Participation in Decision-Making

Many teachers reported active involvement in decisions concerning their immediate work activities and classroom practices. However, the level of influence in broader school-level policy matters was perceived as limited. Respondents felt that greater participation in institutional decision-making would enhance accountability and ownership.

4. Professional Development

Teachers appreciated having a voice in selecting professional development activities, their timing, and pace. This autonomy was seen as essential for aligning professional growth with classroom realities and personal interests. Such flexibility supports continuous upskilling and teacher empowerment.

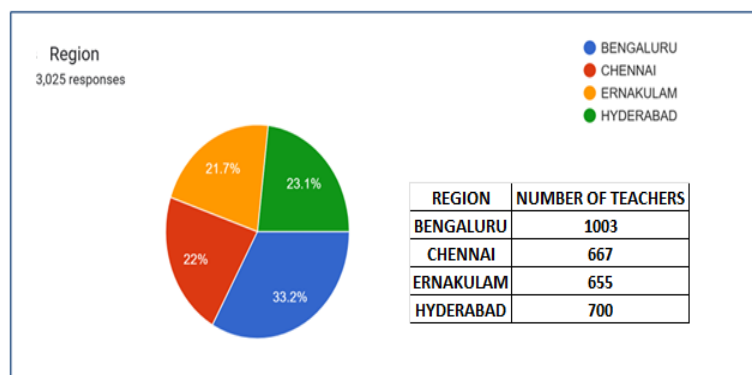
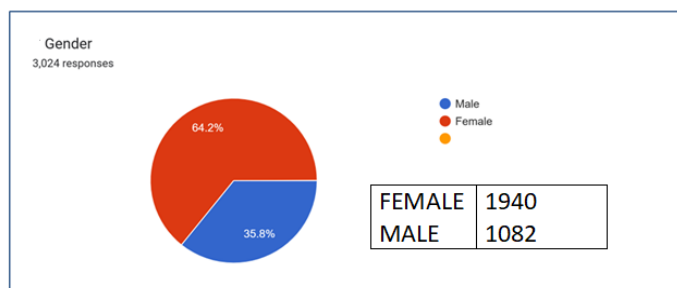
5. General Perceptions

Teachers expressed satisfaction with their ability to determine assessment methods, classroom management strategies, and student project designs. They also reported being encouraged to experiment with innovative practices. Nonetheless, concerns were raised regarding the impact of non-teaching responsibilities, which often divert attention from core teaching roles. Many respondents strongly emphasized the need for enhanced autonomy to reach their full professional potential.

Discussion / Analysis

A Survey on Teachers' Autonomy was conducted among Primary Teachers, TGTs, PGTs, Vice-Principals, Headmasters, Music Teachers, and Librarians from four KVS regions—Bengaluru, Chennai, Ernakulam, and Hyderabad.

- **Total respondents:** 3025
- **Female teachers:** 1940
- **Male teachers:** 1082



• **Region-wise participation:**

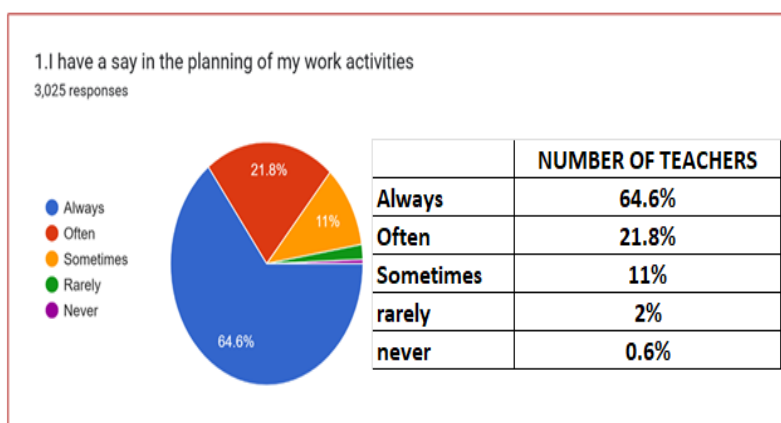
- Bengaluru Region – 1003
- Chennai Region – 667
- Ernakulam Region – 655
- Hyderabad Region – 700

The wide participation ensured balanced representation across cadres, gender, and regions, providing a comprehensive overview of teachers' perspectives.

SECTION-A: PRIMARY WORK PROCESSES IN THE CLASS

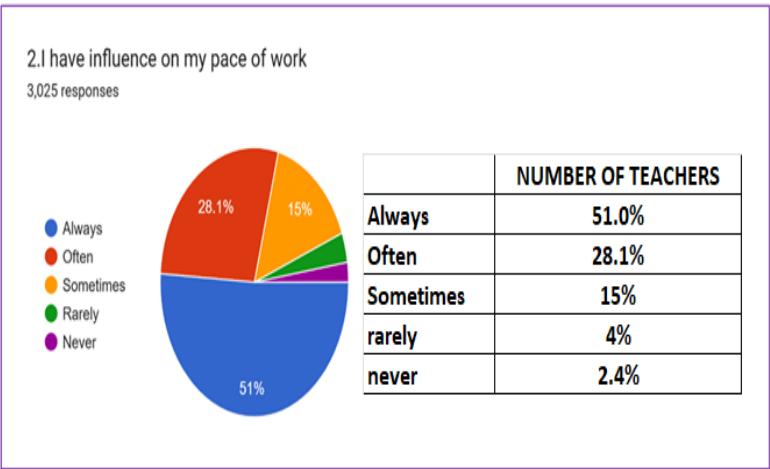
- The survey item “*I have a say in the planning of my work activities*” received responses from 3025 teachers.

The survey on teachers' involvement in planning their work activities reflects positive trends. A clear majority, 64.6%, reported that they *always* have a say in planning, while 21.8% stated they *often* do. About 11% indicated participation *sometimes*, whereas only 2% said *rarely* and 0.6% responded *never*.



Overall, the data highlights that most teachers are given meaningful opportunities to contribute to planning their work, which enhances ownership, motivation, and professional satisfaction.

- The survey statement “*I have influence on my pace of work*” received 3025 responses.

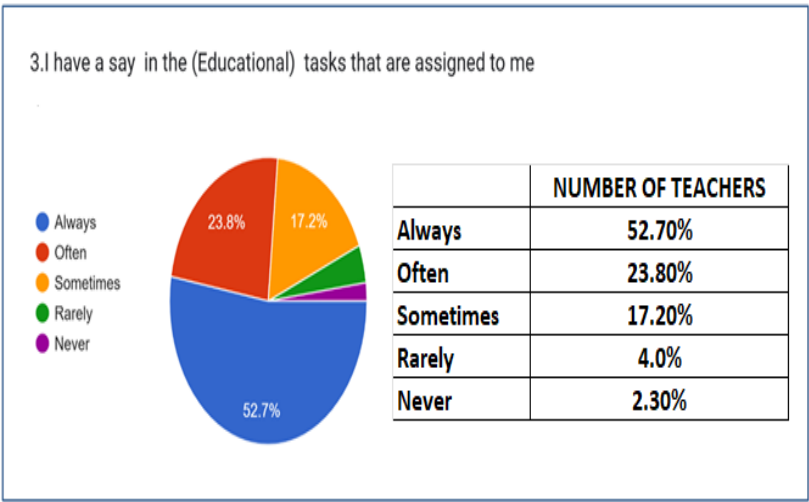


The survey on teachers’ influence over their pace of work shows balanced yet positive outcomes. About 51.0% of teachers reported that they *always* have control over their work pace, while 28.1% stated they *often* do. Around 15% indicated they have such influence *sometimes*, whereas

4% said *rarely* and 2.4% responded *never*. These findings suggest that while a majority of teachers experience autonomy in managing their workload, a section still faces constraints that may affect flexibility and efficiency.

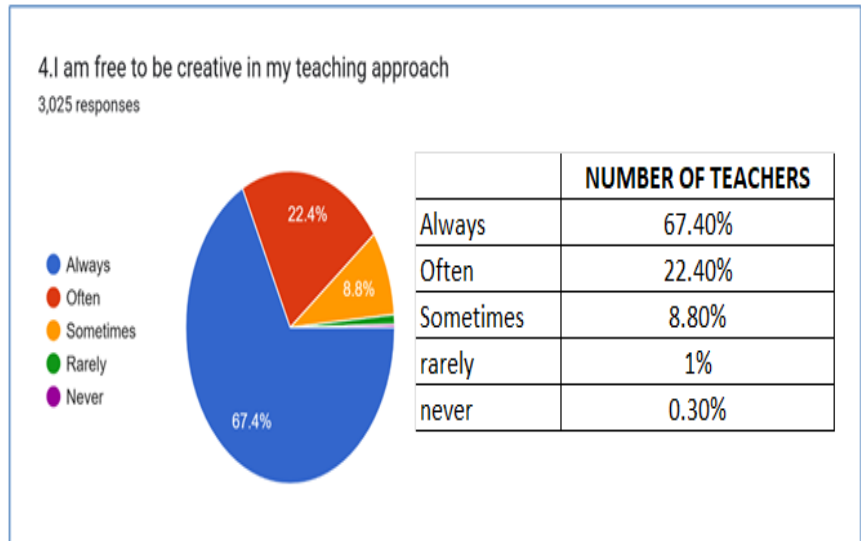
- The survey item “*I have a say in the (Educational) tasks that are assigned to me*” received 3008 responses.

The survey statement “*I have a say in the educational tasks that are assigned to me*” received 3025 responses. Among them, 52.7% of teachers reported that they *always* have a say, while *23.8% indicated they *often* do. About 17.2% stated *sometimes*, whereas 4% mentioned *rarely* and *2.3% said *never*. The data reflects that more than half of the teachers experience significant involvement in task allocation, though a considerable proportion still has limited influence, highlighting scope for greater participatory decision-making.

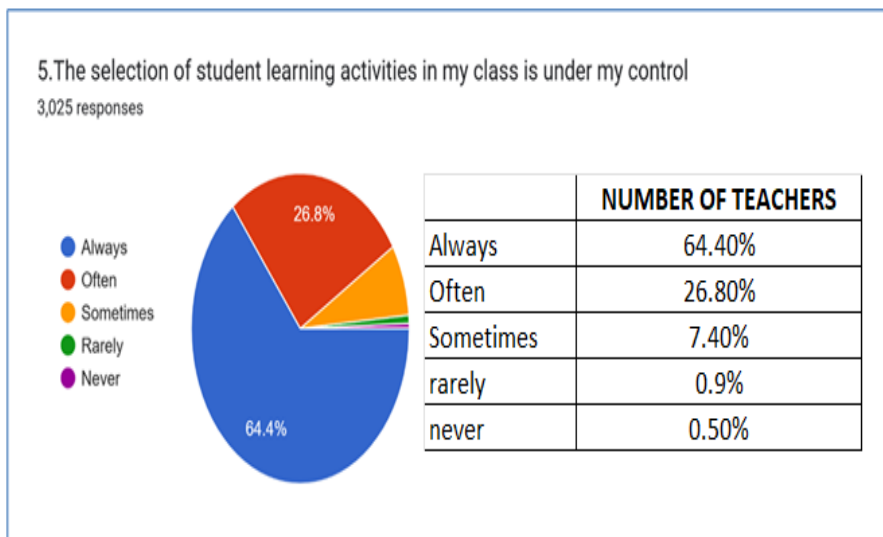


- The survey item ***“I am free to be creative in my teaching approach”*** received 3025 responses.

The survey on teachers’ freedom to be creative in their teaching approach reveals highly positive responses. A significant majority, 67.40% of teachers, stated that they are *always* free to be creative, while 22.40% reported they are *often* able to use creative methods. Around 8.80% indicated *sometimes*, whereas only *1% rarely feel such freedom, and a negligible 0.30% said *never*. Overall, the findings highlight that most teachers enjoy autonomy and flexibility to innovate in their teaching practices, fostering engaging and effective learning experiences.



- The survey item ***“The selection of student learning activities in my class is under my control”*** received 3025 responses.

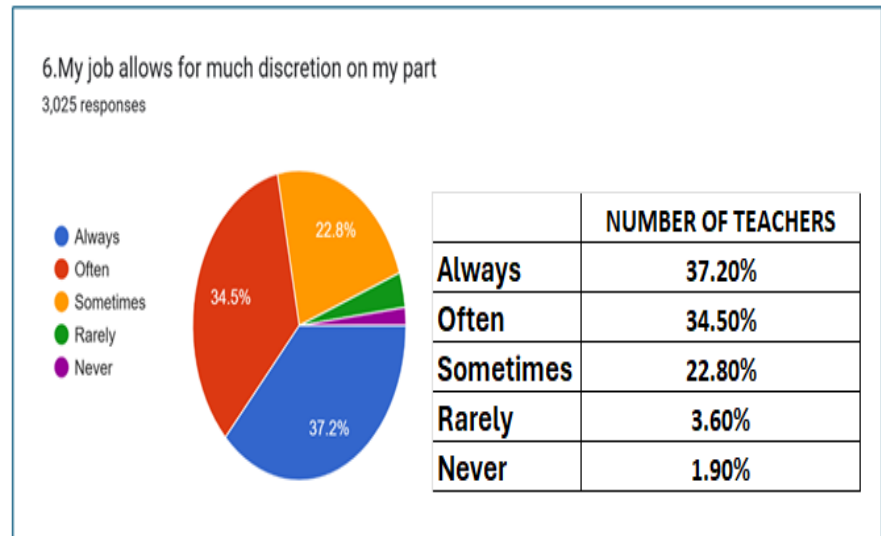


The survey on teachers’ control over the selection of student learning activities shows encouraging results. A majority, 64.40%, reported that they *always* have control in this aspect, while 26.80% said they *often* do. About 7.40% of teachers experience such autonomy *sometimes*, with only 0.9% indicating *rarely*

and a minimal 0.50% stating *never*. These findings suggest that most teachers enjoy substantial autonomy in planning and choosing classroom activities, which supports effective teaching and enhances student engagement.

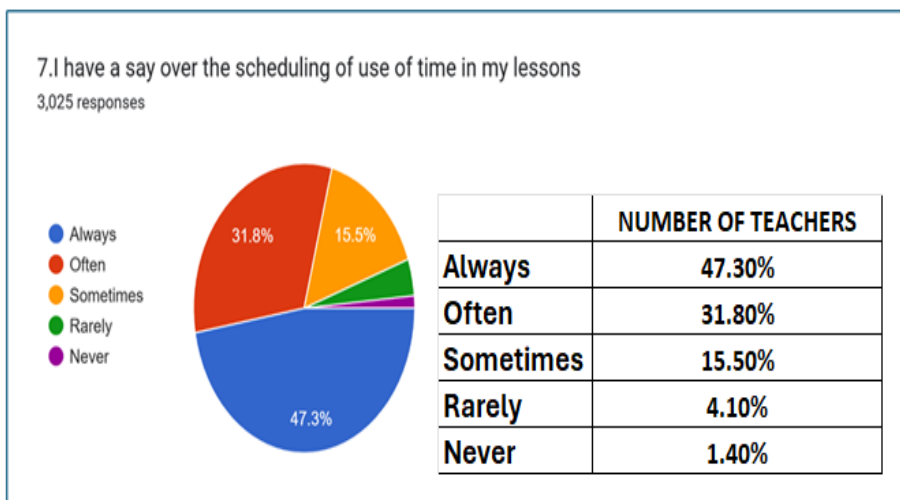
- The survey statement “*My job allows for much discretion on my part*” received 3025 responses

The survey statement “*My job allows for much discretion on my part*” received **3025 responses**. Out of these, **37.2%** of teachers stated *always*, and ***34.5%** reported *often*, showing that a majority enjoy considerable discretion in their work. Meanwhile, **22.8%** indicated *sometimes*, **3.6%**



said *rarely*, and ***1.9%** responded *never*. Overall, the findings suggest that while most teachers experience meaningful professional autonomy, there remains a section with limited discretion, pointing to areas where empowerment could be strengthened.

- The survey statement “*I have a say over the scheduling of use of time in my lessons*” received 3025 responses

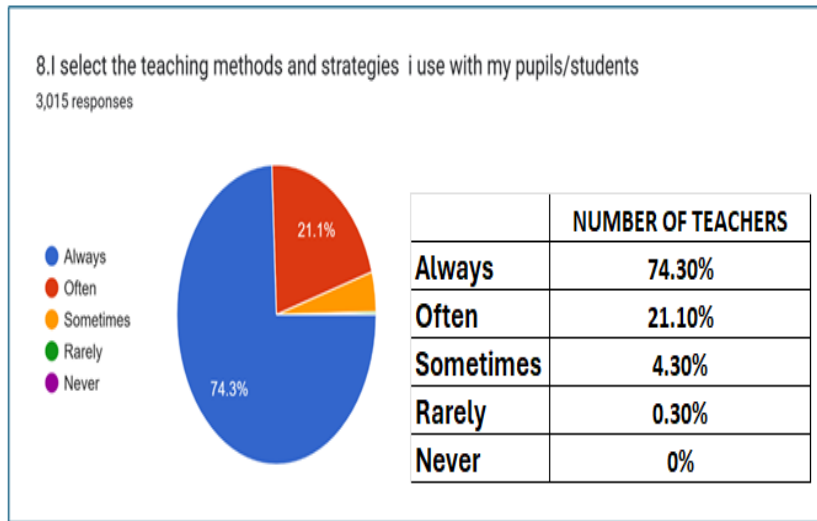


The survey statement “*I have a say over the scheduling of use of time in my lessons*” received 3025 responses. Among them, **47.3%** of teachers reported *always*, and ***31.8%** indicated *often*, reflecting that a large majority have control over lesson time management. About **15.5%** said *sometimes*, while **4.1%**

reported *rarely* and ***1.4%** responded *never*. These results highlight that most teachers enjoy flexibility in managing classroom time, though a small proportion still faces constraints in scheduling their lessons.

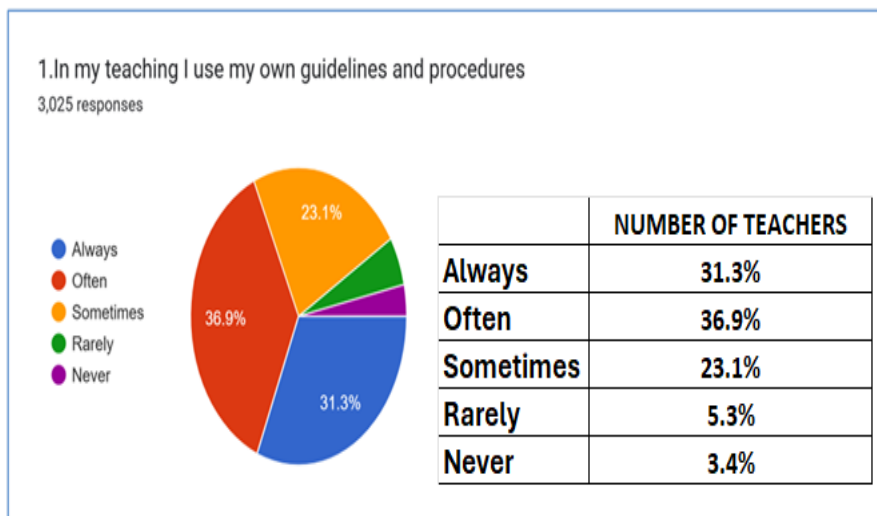
- The survey statement “***I select the teaching methods and strategies I use with my pupils/students***” received 3015 responses

The survey statement “*I select the teaching methods and strategies I use with my pupils/students*” received 3015 responses. An overwhelming majority, 74.3%, reported *always*, and 21.1% stated *often*, showing that teachers enjoy strong autonomy in choosing their instructional approaches. Only 4.3% indicated *sometimes*, 0.3% said *rarely*, and none reported *never*. These findings highlight that teachers have substantial freedom to decide on teaching methods and strategies, which supports innovation, creativity, and effective classroom practices.



SECTION-B: CURRICULAM IMPLEMENTATION

- The survey statement “***In my teaching I use my own guidelines and procedures***” received 3025 responses

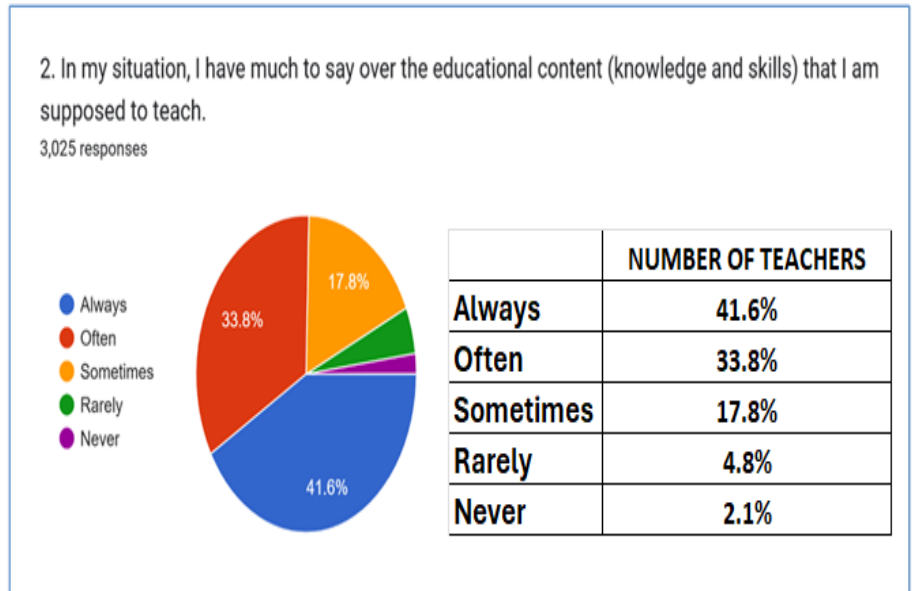


The survey statement “*In my teaching I use my own guidelines and procedures*” received responses from 3025 teachers. Among them, 31.6% reported that they always use their own guidelines and procedures, while 36.9% do so often. About 23.1% indicated they sometimes follow their own methods, and smaller proportions—5.3% and

3.4%—reported doing so rarely or never, respectively. This indicates that a majority of teachers exercise considerable autonomy in planning and conducting their teaching practices.

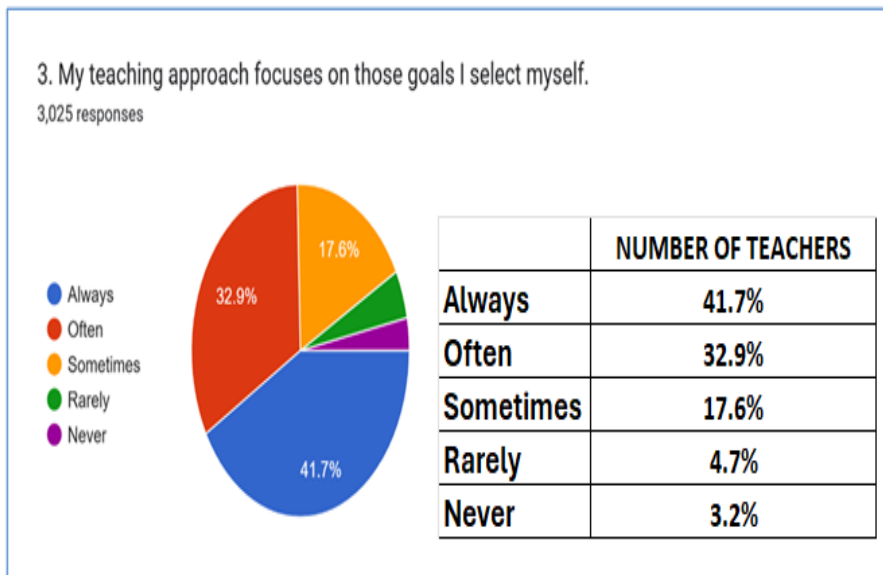
- The survey statement “**In my situation, I have much to say over the educational content (knowledge and skills) that I am supposed to teach**” received 3025 responses

The survey statement “*In my situation, I have much to say over the educational content (knowledge and skills) that I am supposed to teach*” received 3025 responses. Of these, 41.6% of teachers stated always, and 33.8% stated often, indicating a strong sense of involvement in deciding educational content. Meanwhile, 17.8% responded sometimes, 4.8% rarely, and 2.1% never.



Overall, the data suggest that a majority of teachers feel they have significant influence and autonomy over the content and skills they teach.

- The survey statement “**My teaching approach focuses on those goals I select myself**” received 3025 responses

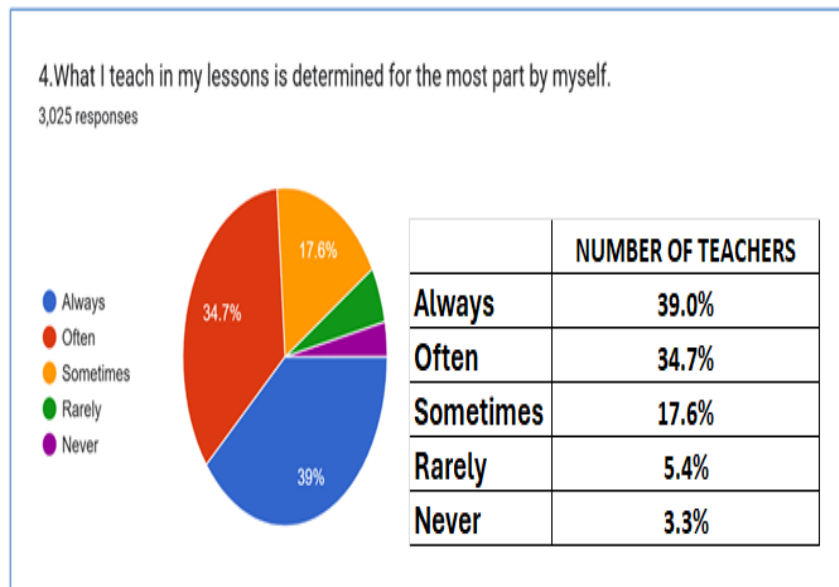


The survey statement “*My teaching approach focuses on those goals I select myself*” received 3025 responses. Among the respondents, 41.7% indicated always and 32.9% often, showing that most teachers set and prioritize their own instructional goals. Meanwhile, 17.6% reported sometimes, 4.7% rarely, and 3.2% never.

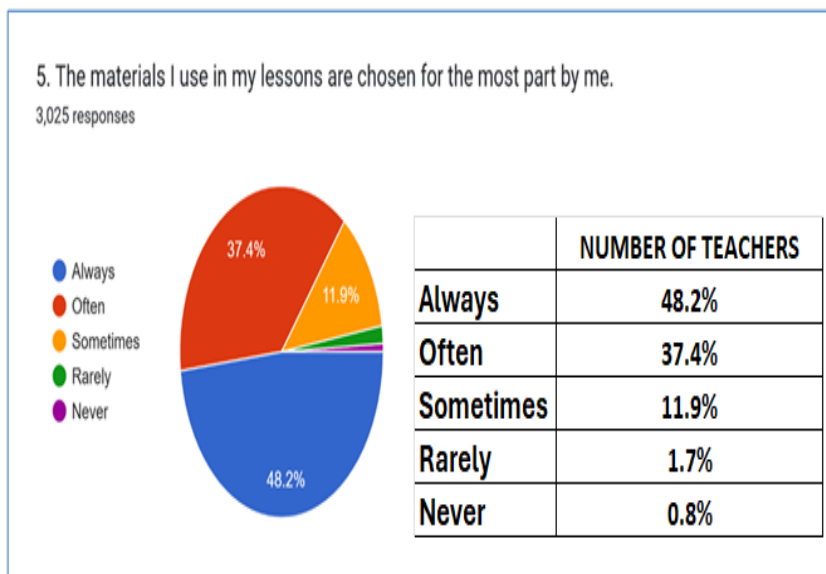
These findings suggest that a large proportion of teachers exercise considerable autonomy in defining and pursuing the goals that guide their teaching practices.

- The survey statement “**What I teach in my lessons is determined for the most part by myself**” received 3025 responses

The survey statement “*What I teach in my lessons is determined for the most part by myself*” received 3025 responses. Of these, 39% of teachers responded always and 34.7% often, indicating that a majority have substantial control over lesson content. Additionally, 17.6% reported sometimes, while 5.4% and 3.3% responded rarely and never, respectively. Overall, the results reflect a strong sense of teacher autonomy in deciding lesson content and instructional priorities.



- The survey statement “**The materials I use in my lessons are chosen for the most part by me**” received 3025 responses

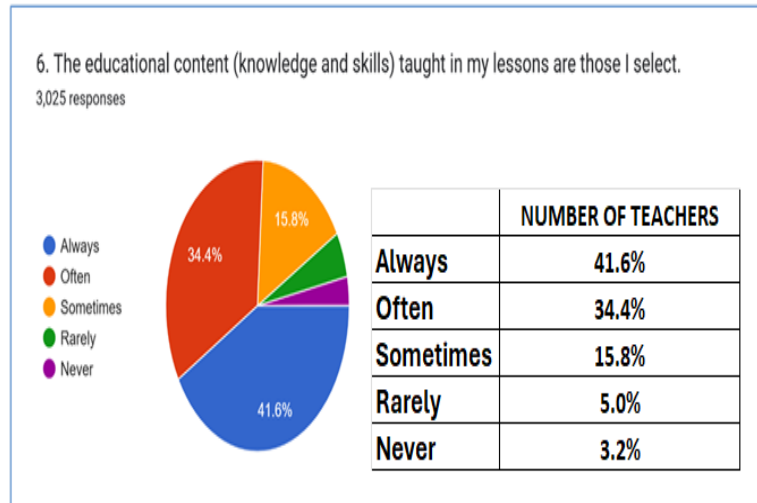


The survey statement “*The materials I use in my lessons are chosen for the most part by me*” received 3025 responses. Among them, 48.2% of teachers indicated **always** and 37.4% **often**, showing that a vast majority select their own teaching materials. Meanwhile, 11.9% responded **sometimes**, 1.7% **rarely**, and 0.8% **never**. These results highlight a high degree of teacher autonomy in the selection

of instructional resources and materials used in their classrooms.

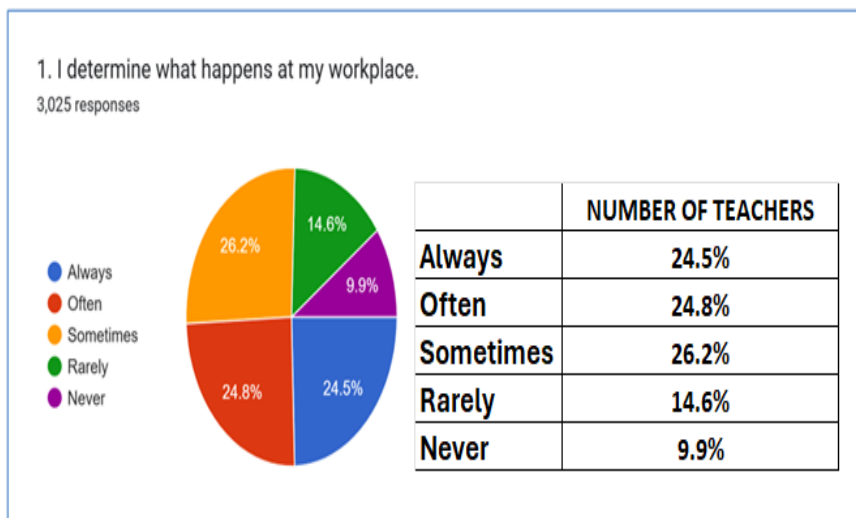
- The survey statement **“The educational content (knowledge and skills) taught in my lessons are those I select”** received 3025 responses

The survey statement *“The educational content (knowledge and skills) taught in my lessons are those I select”* received 3025 responses. Of these, 41.6% of teachers responded always and 34.4% often, indicating that most educators play an active role in selecting the content they teach. Additionally, 15.8% reported sometimes, while 5% and 3.2% responded rarely and never, respectively. Overall, the findings suggest that teachers enjoy a considerable level of autonomy in determining the knowledge and skills emphasized in their lessons.



SECTION-C: PARTICIPATION IN DECISION MAKING AT SCHOOL

- The survey statement **“I determine what happens at my workplace”** received 3025 responses



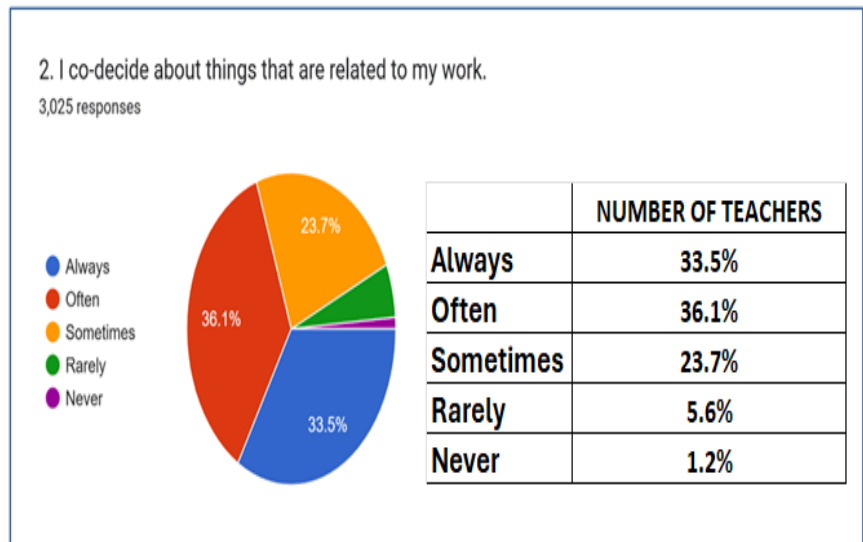
The survey statement *“I determine what happens at my workplace”* received 3025 responses. Among the respondents, 24.5% indicated **always** and 24.8% **often**, showing that nearly half feel they have a meaningful role in workplace decisions. Meanwhile, 26.2% reported **sometimes**, 14.6% **rarely**, and 9.9% **never**. These results

suggest that while a portion of teachers experience significant influence over their workplace environment, others perceive limited control in institutional decision-making processes.

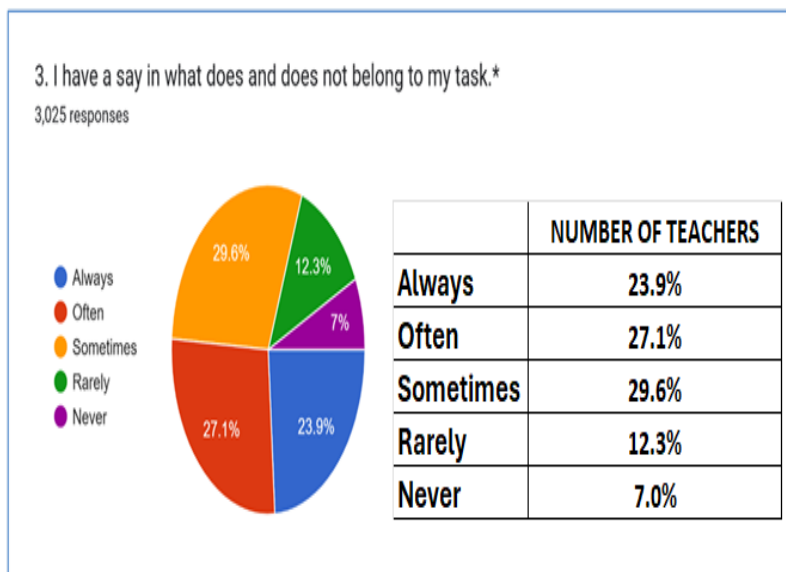
➤ The survey statement **“I co-decide about things that are related to my work”** received 3025 responses

The survey statement “*I co-decide about things that are related to my work*” received 3025 responses. Of these, 33.5% of teachers responded always and 36.1% often, indicating that a majority actively participate in decisions concerning their work. Additionally, 23.7% reported sometimes, while 5.6% and 1.2% responded rarely and never, respectively. Overall, the

findings reflect a strong sense of shared decision-making and collaborative involvement among teachers in matters related to their professional responsibilities.



➤ The survey statement **“I have a say in what does and does not belong to my task”** received 3025 responses

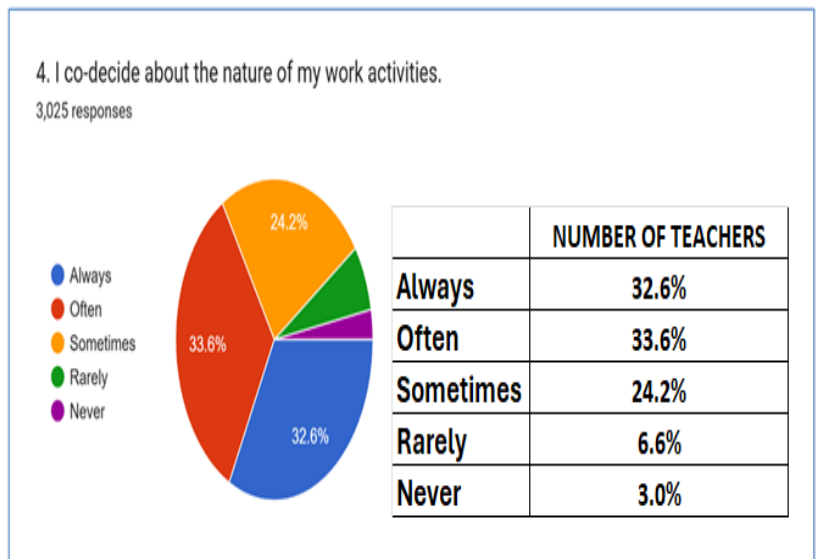


The survey statement “*I have a say in what does and does not belong to my task*” received 3025 responses. Among the respondents, 23.9% indicated always and 27.1% often, suggesting that around half of the teachers feel they have a voice in defining their work responsibilities. Meanwhile, 29.6% responded sometimes, 12.3% rarely, and 7% never. Overall, the data indicate that while many teachers experience moderate involvement in task-related

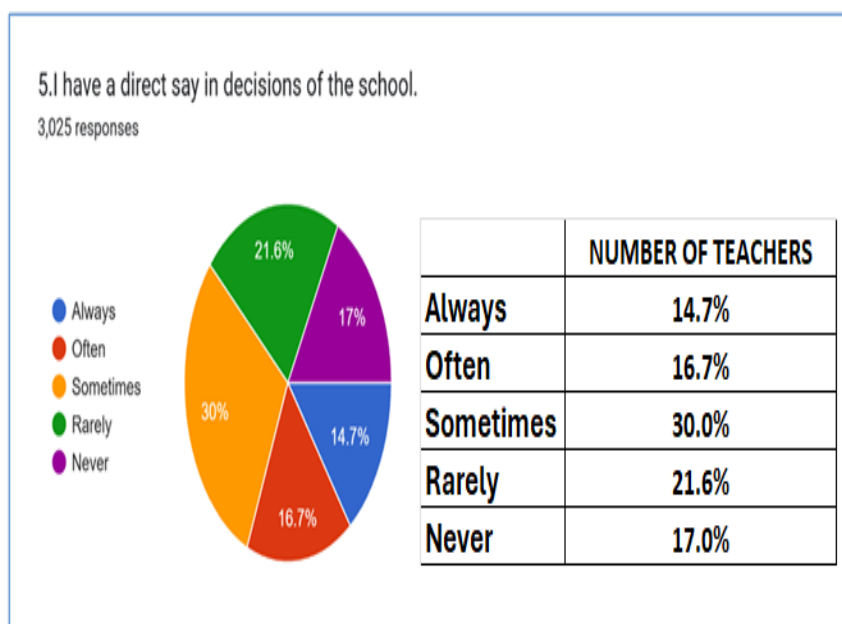
decisions, a considerable portion still perceive limited influence over defining their professional duties.

➤ The survey statement **“I co-decide about the nature of my work activities”** received 3025 responses

The survey statement “*I co-decide about the nature of my work activities*” received 3025 responses. Of these, 32.6% of teachers responded always and 33.6% often, indicating that a majority are involved in shaping the nature of their work. Additionally, 24.2% reported sometimes, while 6.6% and 3% responded rarely and never, respectively. Overall, the findings suggest that most teachers enjoy a fair degree of participation in decisions related to their work activities, reflecting a collaborative and inclusive work environment.



➤ The survey statement **“I have a direct say in decisions of the school”** received 3025 responses



The survey statement “*I have a direct say in decisions of the school*” received 3025 responses. Among the respondents, 14.7% indicated always and 16.7% often, showing that only a minority consistently participate in school-level decisions. Meanwhile, 30% reported sometimes, 21.6% rarely, and 17% never. Overall, the data suggest that most teachers have limited direct influence over

school decisions, with a substantial portion experiencing minimal or no involvement in decision-making processes.

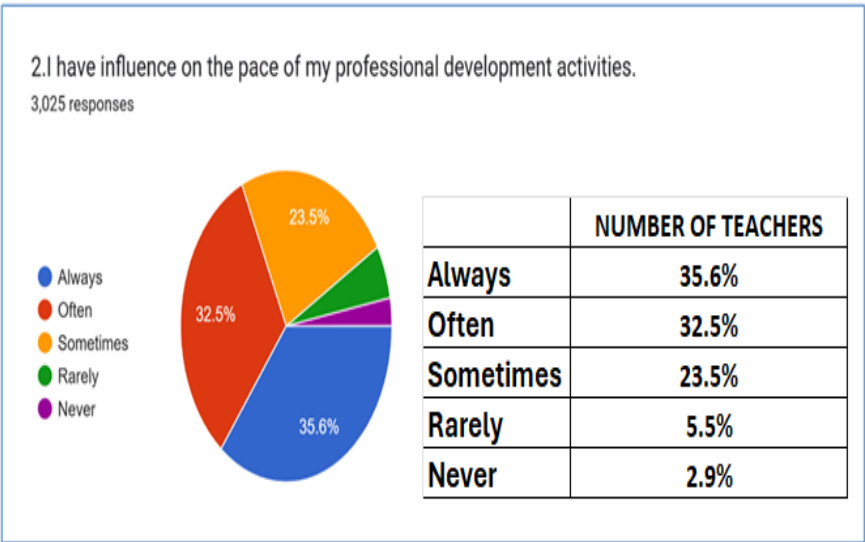
SECTION-D: PROFESSIONAL DEVELOPMENT

- The survey statement “**I have a say in the planning of my professional development activities**” received 3025 responses

The survey statement “*I have a say in the planning of my professional development activities*” received 3025 responses. Of these, 41.8% of teachers responded always and 28.7% often, indicating that a majority actively participate in shaping their professional development. Additionally, 20.2% reported sometimes, while 6.6% and 2.7% responded rarely and never, respectively. Overall, the findings suggest that teachers generally enjoy substantial autonomy in planning and influencing their professional growth opportunities.



- The survey statement “**I have influence on the pace of my professional development activities**” received 3025 responses

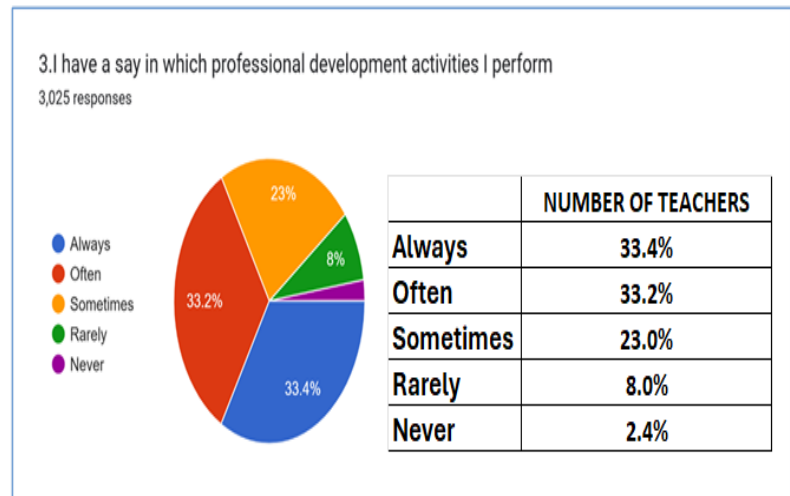


The survey statement “*I have influence on the pace of my professional development activities*” received 3025 responses. Among the respondents, 35.6% indicated **always** and 32.5% **often**, showing that a majority of teachers can control the pace of their professional learning. Additionally, 23.5% reported **sometimes**, while 5.5% and 2.9% responded **rarely** and

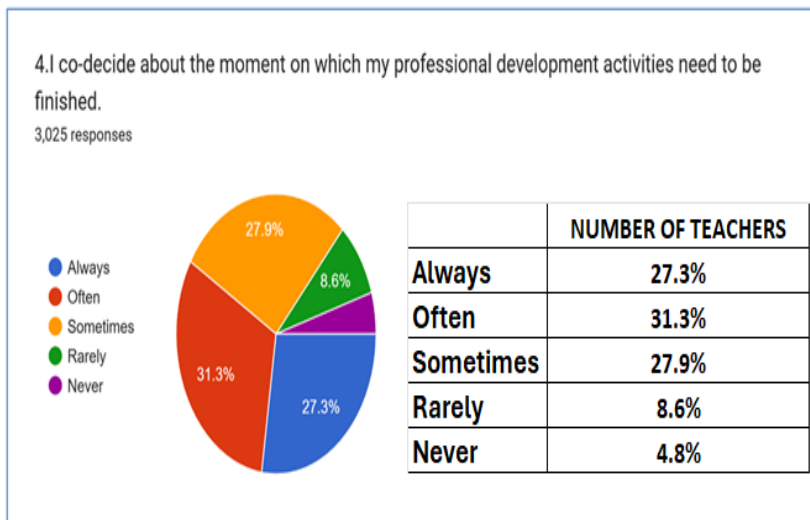
never, respectively. Overall, the data suggest that teachers generally experience a significant degree of autonomy in managing the speed and progression of their professional development activities.

- The survey statement **“I have a say in which professional development activities I perform”** received 3025 responses

The survey statement *“I have a say in which professional development activities I perform”* received 3025 responses. Of these, 33.4% of teachers responded always and 33.2% often, indicating that most teachers are involved in selecting their professional development activities. Additionally, 23% reported sometimes, while 8% and 2.4% responded rarely and never, respectively. Overall, the findings reflect a considerable level of teacher autonomy in choosing professional development opportunities that align with their needs and interests.



- The survey statement **“I co-decide about the moment on which my professional development activities need to be finished”** received 3025 responses

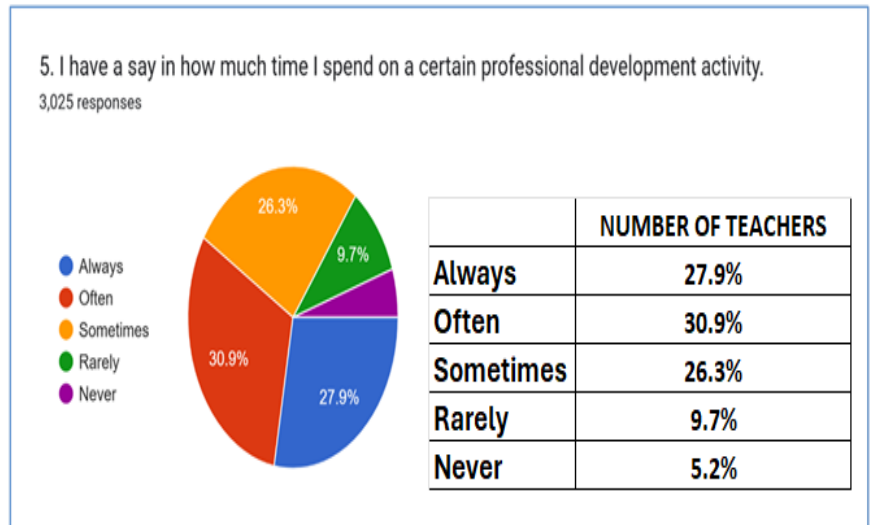


The survey statement *“I co-decide about the moment on which my professional development activities need to be finished”* received 3025 responses. Among the respondents, 27.3% indicated always and 31.3% often, showing that over half of the teachers participate in determining deadlines for their professional development activities. Additionally, 27.9% reported sometimes, while 8.6% and 4.8%

responded rarely and never, respectively. Overall, the data suggest that teachers generally have a moderate level of influence over the timing and completion of their professional growth activities.

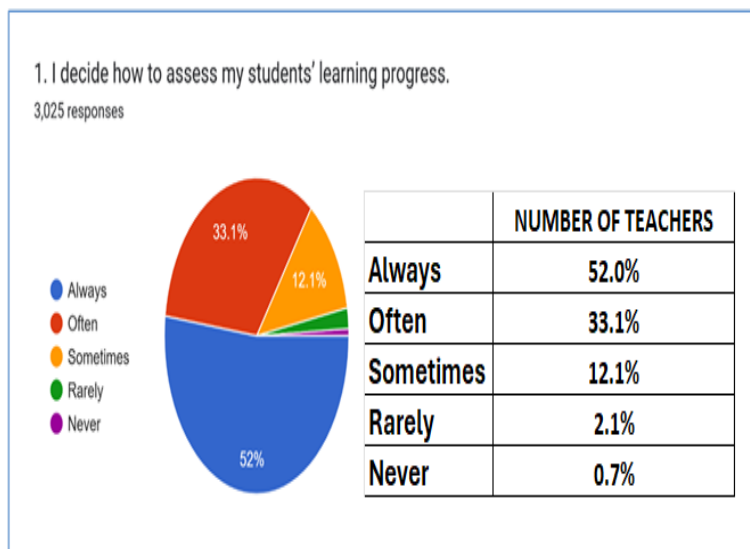
- The survey statement **“I have a say in how much time I spend on a certain professional development activity”** received 3025 responses

The survey statement *“I have a say in how much time I spend on a certain professional development activity”* received 3025 responses. Of these, 27.9% of teachers responded always and 30.9% often, indicating that a significant portion of teachers can influence the duration of their professional development activities. Additionally, 26.3% reported sometimes, while 9.7% and 5.2% responded rarely and never, respectively. Overall, the findings suggest that teachers generally have moderate control over the time allocated to their professional growth activities.



SECTION-E: GENERAL PERCEPTION

- The survey statement **“I decide how to assess my students’ learning progress”** received 3025 responses

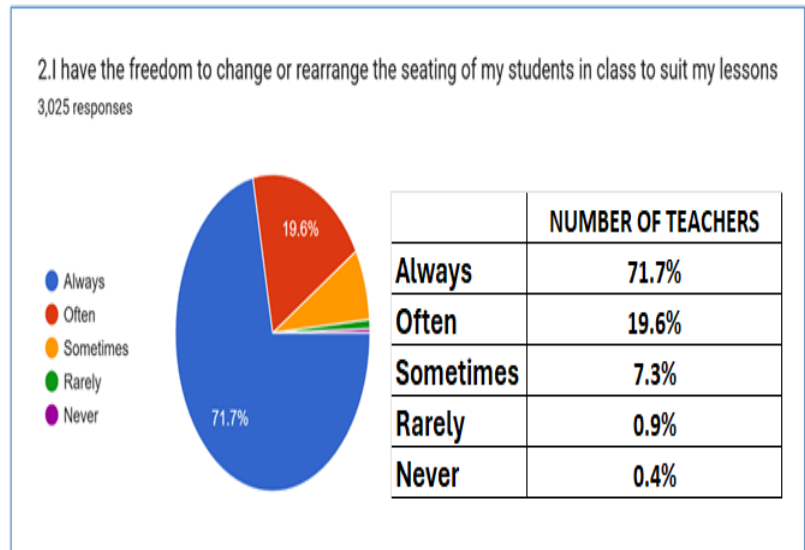


The survey statement *“I decide how to assess my students’ learning progress”* received 3025 responses. Among the respondents, 52% indicated **always** and 33.1% **often**, showing that a majority of teachers have significant autonomy in determining assessment methods. Additionally, 12.1% reported **sometimes**, while 2.1% and 0.7% responded **rarely** and **never**, respectively. Overall, the findings highlight that teachers largely exercise control over assessing their students’ learning progress, reflecting a high level of professional independence in evaluation practices.

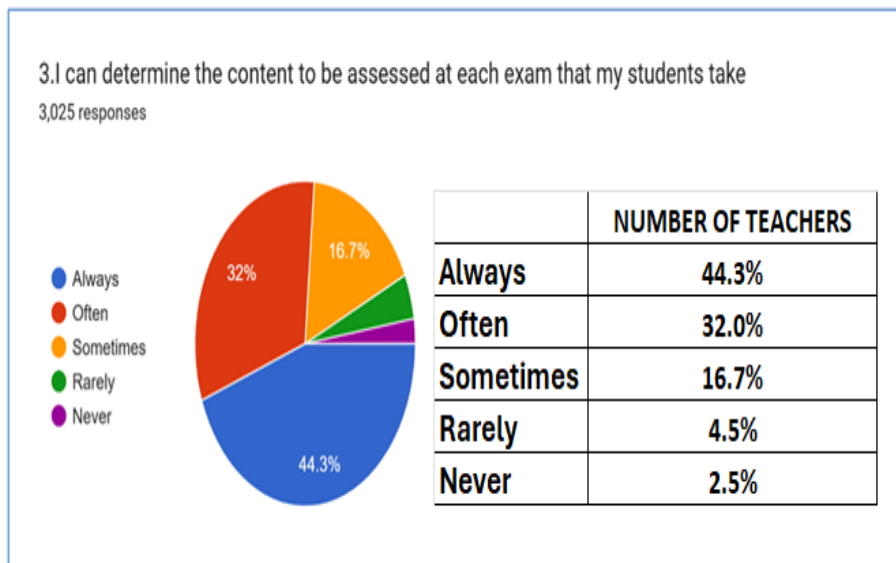
control over assessing their students’ learning progress, reflecting a high level of professional independence in evaluation practices.

- The survey statement **“I have the freedom to change or rearrange the seating of my students in class to suit my lessons”** received 3025 responses

The survey statement *“I have the freedom to change or rearrange the seating of my students in class to suit my lessons”* received 3025 responses. Among the respondents, 71.7% indicated **always** and 19.6% **often**, showing that the vast majority of teachers have freedom to organize classroom seating. Additionally, 7.3% reported **sometimes**, while 0.9% and 0.4% responded **rarely** and **never**, respectively. Overall, the findings suggest a high level of teacher autonomy in managing classroom layout to support instructional needs.



- The survey statement **“I can determine the content to be assessed at each exam that my students take”** received 3025 responses

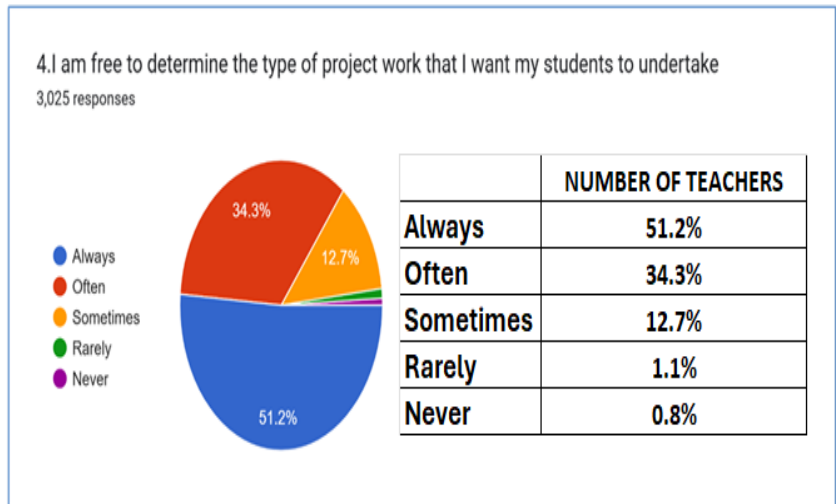


The survey statement *“I can determine the content to be assessed at each exam that my students take”* received 3025 responses. Among the respondents, 44.3% indicated **always** and 32% **often**, showing that most teachers have substantial control over exam content. Additionally, 16.7% reported **sometimes**, while 4.5% and 2.5% responded **rarely** and **never**, respectively.

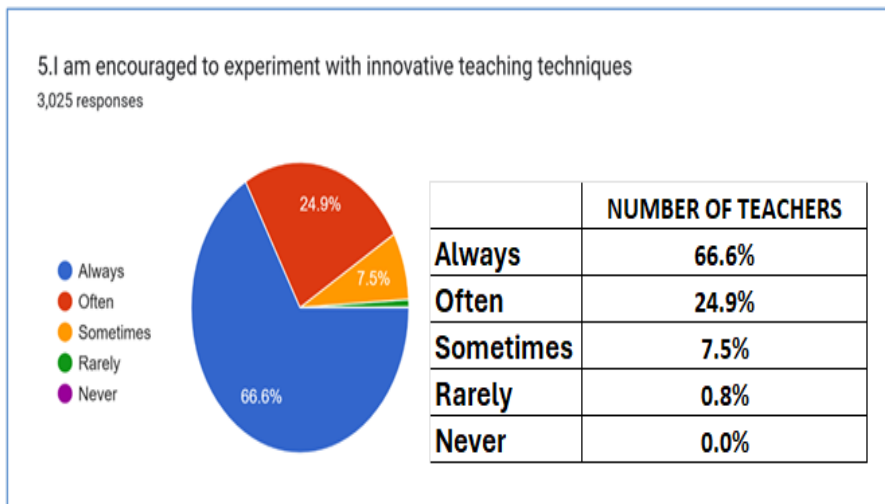
Overall, the findings indicate a significant level of teacher autonomy in deciding what content is assessed in student examinations.

- The survey statement “**I am free to determine the type of project work that I want my students to undertake**” received 3025 responses

The survey statement “*I am free to determine the type of project work that I want my students to undertake*” received 3025 responses. Of these, 51.2% of teachers responded **always** and 34.3% **often**, indicating that the majority have substantial freedom in deciding student project work. Additionally, 12.7% reported **sometimes**, while 1.1% and 0.8% responded **rarely** and **never**, respectively. Overall, the findings highlight a high level of teacher autonomy in guiding and designing student project activities.



- The survey statement “**I am encouraged to experiment with innovative teaching techniques**” received 3025 responses

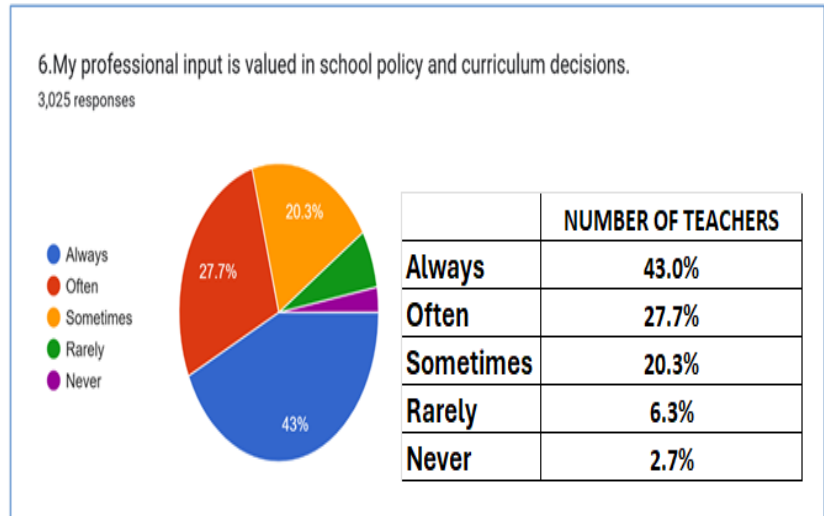


The survey statement “*I am encouraged to experiment with innovative teaching techniques*” received 3025 responses. Among the respondents, 66.6% indicated always and 24.9% often, showing that most teachers feel supported in trying out new teaching methods. Additionally, 7.5% reported sometimes, while 0.8%

responded rarely, and none responded never. Overall, the findings suggest a highly encouraging environment for innovation in teaching practices, reflecting strong institutional support for pedagogical experimentation.

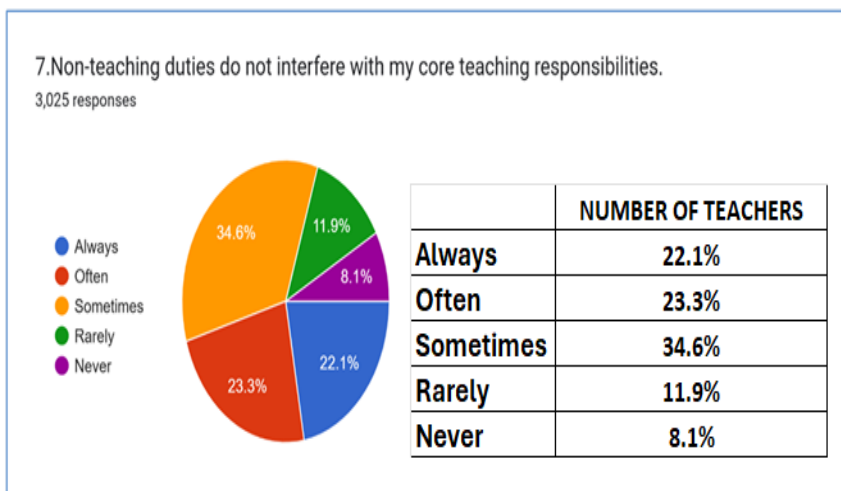
- The survey statement **“My professional input is valued in school policy and curriculum decisions.”** received 3025 responses

The survey statement *“My professional input is valued in school policy and curriculum decisions”* received 3025 responses. Of these, 43% of teachers responded always and 27.7% often, indicating that a majority feel their professional opinions are considered in policy and curriculum matters. Additionally, 20.3% reported sometimes, while 6.3% and 2.7%



responded rarely and never, respectively. Overall, the findings suggest that teachers generally perceive their contributions as recognized and valued in shaping school policies and curricular decisions.

- The survey statement **“Non-teaching duties do not interfere with my core teaching responsibilities”** received 3025 responses

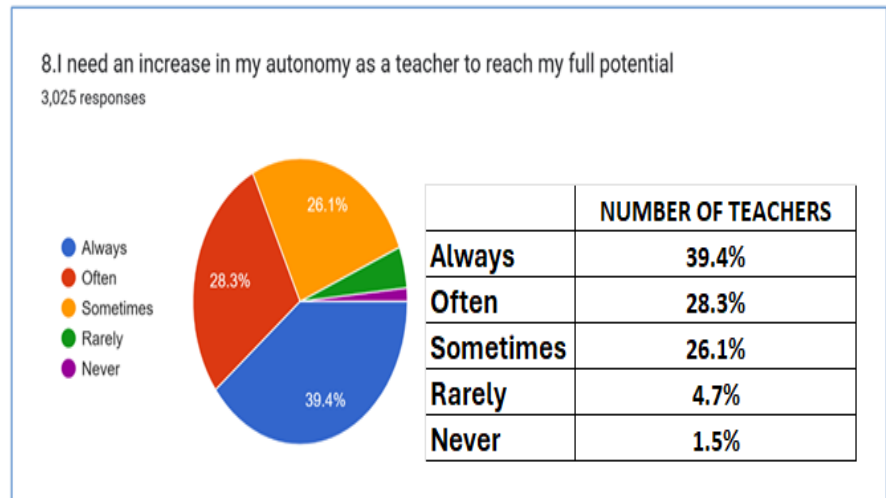


The survey statement *“Non-teaching duties do not interfere with my core teaching responsibilities”* received 3025 responses. Among the respondents, 22.1% indicated always and 23.3% often, suggesting that less than half of the teachers feel non-teaching duties do not affect their primary teaching tasks. Additionally,

34.6% reported sometimes, while 11.9% and 8.1% responded rarely and never, respectively. Overall, the findings indicate that non-teaching responsibilities frequently impact teachers' ability to focus fully on their core instructional duties.

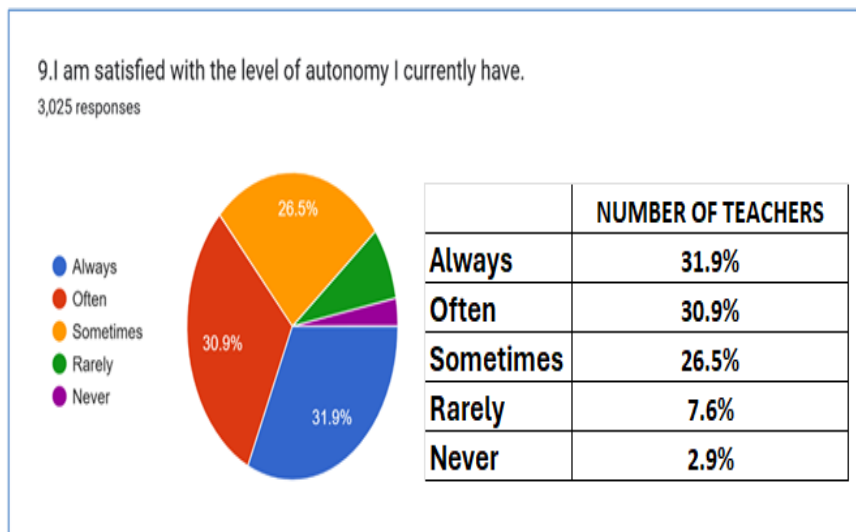
- The survey statement **“I need an increase in my autonomy as a teacher to reach my full potential”** received 3025 responses

The survey statement *“I need an increase in my autonomy as a teacher to reach my full potential”* received 3025 responses. Of these, 39.4% of teachers responded always and 28.3% often, indicating that a significant majority feel greater autonomy is necessary to maximize their professional effectiveness. Additionally,



26.1% reported sometimes, while 4.7% and 1.5% responded rarely and never, respectively. Overall, the findings suggest that enhancing teacher autonomy is widely perceived as important for achieving full potential in their teaching practice.

- The survey statement **“I am satisfied with the level of autonomy I currently have.”** received 3025 responses



The survey statement *“I am satisfied with the level of autonomy I currently have”* received 3025 responses. Among the respondents, 31.9% indicated always and 30.9% often, showing that a majority of teachers are generally satisfied with their current level of autonomy. Additionally, 26.5% reported sometimes, while 7.6% and 2.9% responded rarely and never, respectively.

Overall, the findings suggest that while many teachers feel content with their autonomy, a notable portion still seeks greater independence in their professional practice.

Conclusion:

The survey findings indicate that teachers in KVS schools generally experience substantial autonomy in classroom work processes, curriculum implementation, and professional development activities, which supports creativity, innovation, and student-centered learning. While they actively participate in decisions related to their immediate work, their influence on broader school-level policies remains limited. Teachers exercise significant control over assessments, project work, teaching methods, and classroom management, yet non-teaching duties often constrain their core responsibilities. A majority of teachers expressed the need for increased autonomy to reach their full professional potential, although many are moderately satisfied with their current level of independence. Overall, enhancing teacher autonomy and reducing administrative burdens could further empower educators, fostering greater professional satisfaction, effectiveness, and engagement in shaping meaningful learning experiences.

INTERVENTIONS AT DIFFERENT LEVELS

➤ Kendriya Vidyalaya Level

- Encourage school-based decision-making committees involving teachers in academic planning, assessment design, and activity scheduling.
- Reduce non-teaching workload (clearly define teaching and non-teaching responsibilities) by assigning clerical and administrative tasks to supporting staff wherever possible.
- Conduct regular reflective meetings to discuss innovative pedagogical practices and challenges faced in classroom autonomy.
- Promote peer observation and mentoring to enhance professional collaboration and trust among teachers.
- Recognize and reward innovative classroom practices that demonstrate effective use of teacher autonomy.
- Provide opportunities for decision-making and taking responsibility for school-level tasks or events.

➤ Regional Office Level

- Organize capacity-building workshops focused on professional empowerment, decision-making, and leadership skills among teachers.
- Provide flexibility in curriculum enrichment programs by allowing schools to adopt regional innovations.
- Establish a feedback mechanism for teachers to share field-level challenges and policy suggestions with regional authorities.

- Monitor and support schools in maintaining a balance between autonomy and accountability.

➤ **ZIET Level**

- Integration in Training: Include teacher autonomy themes in short-term face-to-face and online professional development programs to raise awareness and understanding of decision-making roles.
- Action Research and Best Practices: Guide teachers to undertake small-scale research projects and document effective practices in autonomous teaching and student-centred learning.
- Resource Development: Prepare guidelines, handbooks, and e-modules to assist teachers in applying autonomy in curriculum planning, classroom management, and assessments.
- Collaborative Platforms: Facilitate online and regional forums for sharing reflective practices, innovations, and successful classroom strategies.
- Mentoring and Recognition: Establish mentor networks and acknowledge teachers who demonstrate creativity and effective use of autonomy.
- Feedback for Policy: Collect teacher inputs on autonomy challenges and share insights with KVS Regional Offices & Headquarters for systemic improvement.

➤ **KVS Headquarters Level**

- Formulate a comprehensive policy framework defining the scope and dimensions of teacher autonomy within KVS.
- Streamline administrative procedures to minimize non-instructional duties and enhance instructional focus.
- Institutionalize teacher representation in committees related to curriculum design, evaluation reforms, and policy decisions.
- Encourage data-driven monitoring of teacher satisfaction, autonomy, and performance through periodic surveys.
- Allocate resources for technology integration and digital tools that enable teachers to customize learning experiences effectively.

TO MAKE TEACHERS AWARE OF AUTONOMY:

1. Enhancing Awareness of Teacher Autonomy

- To ensure that teachers understand and utilize their professional freedom effectively, it is essential to strengthen their awareness of autonomy in various aspects of school functioning.

Key measures include:

- Orientation and Workshops: Conduct sessions to help teachers understand the concept, scope, and benefits of professional autonomy.
- Sharing Best Practices: Encourage teachers to present innovative classroom practices and success stories during cluster or regional meetings.
- Reflective Discussions: Organize regular staff meetings and reflective sessions where teachers can express opinions on curriculum implementation, assessments, and classroom strategies.
- Guidelines and Handbooks: Provide reference materials defining teachers' decision-making roles in instructional and co-curricular areas.
- Recognition and Motivation: Acknowledge teachers who effectively demonstrate autonomy through student-centred and innovative practices.

2. Making Provisions to Enhance Autonomy in School Processes

Institutional mechanisms must support and sustain teacher autonomy within KVS schools. Suggested provisions include:

- Decentralized Decision-Making: Empower subject committees and departments to plan academic calendars, projects, and internal assessments.
- Reduced Non-Teaching Workload: Delegate administrative and clerical tasks to office staff so that teachers can focus on teaching and learning.
- Flexible Pedagogical Approaches: Allow teachers to design lessons and use diverse methods aligned with student needs and NEP 2020 guidelines.
- Encouragement for Innovation: Provide opportunities and resources for teachers to experiment with ICT tools, research-based learning, and activity-based pedagogy.
- Professional Collaboration: Facilitate peer learning, mentorship, and collaborative planning among teachers across schools and regions.
- Leadership Opportunities: Include teachers in committees related to curriculum planning, examination reforms, and school policy discussions.

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