

ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Chief Edn. Monitoring Officer**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Education Support Services**
- 1.4 Job Code No.: **04.310.05**
- 1.5 Job Location (*Complete as appropriate*):
Ministry: **Education**; Department: **School Education**; Division: **EMSSD**;
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Director**

2. PURPOSE, DUTIES & RESPONSIBILITIES (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE: The purpose of the chief Education Monitoring Officer is to:

- initiate, design and develop efficient Education Monitoring and Support Services system guidelines,
- monitor the state of education through the study of policies and plans of the Ministry, performance of the education institutions and personnel through field visits and studies, and
- support the system through written recommendations in the form of reports and facilitating training programmes.

Abstract

1. Study the education policies and plans pertaining to provision of quality wholesome education, in terms of curriculum, school management, teachers training both pre-service and in-services, education programmes and provision of facilities in terms of classrooms, equipment and teaching learning materials, implementation of national educational policy guidelines and instructions by the dzongkhag and schools.
2. Initiate and develop indicators of quality provision of education in terms of school management system and leadership provided by the head, use of school facilities, curriculum implementation, provision of co-curricular activities and education programmes.
3. Initiate and study educational issues and problems and plan for research or action research to address the issues, develop study instrument for the study.

4. Initiate and prepare plans for education monitoring and support services programmes based on priority and remoteness of schools and institutes.
5. Design, plan and orientate the EMOs on the purposes of Education Monitoring and Support Services, modalities of Monitoring, use of tools and instrument for collecting data, data analysis and interpretation of results and provision of professional support services to teachers and schools either individually or in group, and train the EMOs in writing reports.
6. Lead EMOs to visit Dzongkhags and selected range of schools both in urban and remote, monitor the DEOs/ADEOs, selected Heads, Master Teachers and Teachers, identify areas of improvement and support DEOs/ADEOs, Heads, M.Teachers and Teachers through professional interactions at individual level or in group or through recommendations for professional enhancement or facilities.
7. Lead and inspire reflective thinking amongst the DEOs, Principals/Heads of schools and teachers in the field of educational practices through debates and discussions to enhance teaching profession and its practices.
8. Write reports and submit to the concerned agencies of the Ministry including the Hon'ble Minister, Secretary and Director depending on the nature of the findings of the monitoring and support services activities.
9. Initiate, design and carryout research or action research on teaching learning processes, publish research work, share experiences and expertise with teachers, Heads and DEOs through workshop, seminars and other forms of interactions and communication.
10. Share the research results on the education policies and plans and advice /recommend the Director and the Ministry on the improvement future policies and plans.
11. Initiate, design instrument and study the effectiveness of classroom teaching learning processes and provide feedback to the NIEs for the improvement of pre-service training programme.
12. Initiate, design instruments and study the impact of Decentralised Education Monitoring and Support Services (DEMSS) and recommend and support improvement.
13. Design, and lead in the training personnel involve in the DEMSS.
14. Design and demonstrate model teaching lessons based on specific strategy / method of teaching particular topic/s of one's bject/s .
15. Critically study the implementation of curriculum, help review and develop the national Curriculum and the policy of implementation.

The Chief of Education Monitoring and Support Services Division has

Sl. no.	Duties and Responsibilities	Time %
1	Supervising /Monitoring and Providing Professional Support Services to Dzongkhags and Schools	60
	a. Visit Dzongkhags and selected range of schools both in urban and remote, monitor the DEOs/ADEOs, selected Heads, Master Teachers, senior teachers and teachers, identify areas of improvement and provide professional support services through professional interactions at individual level or in group or through recommendations for professional enhancement or facilities.	
	b. Write reports and submit to the concerned agencies of the Ministry including the Hon'ble Minister, Secretary and Director depending on the nature of the findings of the monitoring and support services activities.	
2	Leading Professional development and enhancement of teaching through research/ Action Research and Experimentation and sharing with others.	15
	a. Identify the needs and areas of research in different subject/s, select appropriate strategy/ies from available sources.	
	b. Carryout research or action research on teaching learning processes, publish research work, share experiences and expertise gained with teachers, Heads and DEOs through workshop, seminars and other form of interactions and communication.	
3	To Lead the Education Monitoring and Support Services Division	10
	a. Study the education policies and plans pertaining to provision of quality wholesome education, in terms of curriculum, school management, teachers training pre-service and in-services, education programmes and provision of facilities in terms of classrooms, equipment and teaching learning materials, implementation of national educational policy guidelines and instructions by the dzongkhag and schools.	
	b. Develop indicators of quality provision of education in terms of school management system and leadership provided by the head, use of school facilities, curriculum implementation, provision of co-curricular activities and education programmes.	
	c. Prepare plans for education monitoring and support services programmes based on priority and remoteness of schools and institutes.	
	d. Prepare Annual Monitoring work Plans for the EMSSD to monitor the decentralised monitoring and support services of education and discuss with the EMOs before submitting to the Ministry for appraisal and approval.	
	e. Prepare Budget for EMSSD and its programme and submit to the Ministry on time.	
	f. Design specific tools for studies and monitoring work and implement the EMSSD's plans.	
	g. Conduct and facilitate School Base In-service programmes for schools or school clusters for focal person as and when the needs arise during the visits.	

	h. Review monitoring and support services regularly to bring innovation to our monitoring and support services of the education system, prepare “the State of Education” for the year and present to the Annual Education Conference (AEC).	
	i. Analyse the results of monitoring and support services /studies and recommend the Ministry on the avenues for new educational policy /directives formulation and on quality of education.	
	j. Write duty statements of the EMOs and Focal Persons and monitor their work and Evaluate their performances.	
	k. Co-ordinate with other Divisional heads for feed back sessions after each visit of school clusters or Dzongkhag.	
	l. Carry out impact studies of EMSSD and organise Staff development programmes for EMSSD and focal persons.	
4	Supervising/Monitoring and providing professional support services to the Decentralized Education Monitoring and Support Services (DEMSS) personnel (DEOs/ADEOs, Focal Persons, Heads and teacher monitors	5
	a. Develop policies, System of the Education Monitoring and Support Services and support institutionalisation of the same.	
	b. Develop monitoring tools, test tools, print and supply tools to Dzongkhags and schools.	
	c. Train personnel involve in the DEMSS and professional development of school personnel to enhance teaching.	
	d. Monitor and provide professional guidance and support services to enhance education monitoring and support services.	
	e. Study the impact of Decentralised Education Monitoring and Support Services and recommend and support improvement.	
	f. Modify and improve the system of DEMSS and professional development.	
6	Critically study the school curriculum and its implementation and help reform curriculum and its practices.	5
	a. Collect feedback and provide curriculum and its practices to CAPSD regularly.	
	b. Assist in the development of the national Curriculum and policy of implementation, study the impact and provide feedback to the CAPSD.	
7	Initiate the development of school management system	5
	a. Initiate the study of good practices of managing schools and their education programmes.	
	b. Initiate and lead the development of school management and the education programmes.	
	c. Publish and supply the books to the schools and Dzongkhag.	

3. **KNOWLEDGE AND SKILLS Requirements:** *(Minimum requirement for performance of work described, Level of Education, Knowledge, Skills and Ability):*

3.1 **Education:** Masters Degree in Leadership and Management / Equivalent

3.2 **Training:** Trained as a teacher, trained in leadership and management, and in research methodology and practices, training of trainers

in the NBIPs, Supervision/ monitoring and support related work.

3.3 Length & type of practical experience required:

Minimum of 15 years in service, 4 years of Principal (P2 or P1) or heads of NIEs or/and CAPSD with the above qualifications or equivalent experience.

3.4 Knowledge of language(s) and other specialised requirements:

The Chief of Education Monitoring and Support Services Division should have:

- Proficiency in both English and Dzongkha.
- Masters in education planning, management and leadership, and curriculum, with wide range of experiences to understand system of education.
- Leadership and management experiences of schools and institutes.
- Knowledge of research and writing reports, training, monitoring and review skills and experiences,
- Person of high degree of integrity and
- An inspiring visionary leader with creativity and resourcefulness.

Level of knowledge:

- In-depth knowledge of educational management, leadership, style and functions in different situation and with personnel dealing with,
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school system is organised and administered, to be able to operate with focused direction.
- In-depth knowledge of various methodologies and strategies of teaching at various stages of child's growth and development
- In-depth knowledge of the philosophy and sociological foundation of Education.
- In-depth knowledge of making informed and independent sound judgment and to manage and impart confidential information.
- In-depth knowledge of adult psychology and teaching learning theories of adult learning.
- In-depth knowledge on principles of curriculum design and development.
- A good knowledge of translating abstract theories and philosophies into purposeful individual insights.
- Knowledge to evaluate the viability of course offerings and propose relevant changes where necessary.
- Knowledge to form hypothesis, conduct research, analyze data, and interpret results for recommending the development of meaning educational policies and programmes (eg. incorporate results of findings into meaningful teaching and learning experiences).

The Chief should have the skills to:

- initiate, design policy and supervise /monitor and provide professional support services to wide of educational personnel with experiences and professional competencies working the system,
- lead and inspire others greater accountability and efficiency.

- investigate issues and events and provide informed judgements.
- design meaningful educational activities and programmes to enrich the curriculum.
- identify and develop relevant effective teaching learning materials.
- analyse results of students' performance and suggest improvement where necessary.
- apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- translate abstract theories and philosophies into purposeful individual insights.
- evaluate the viability of course offerings and propose relevant changes where necessary.
- form hypothesis, conduct research and use deductions for recommendations and writing research/ study reports to communicate effectively.
- design exemplary plans, develop teaching learning materials, assess of student performance, interpret results and use of results in developing student support programmes.

4. **COMPLEXITY OF WORK:** *(Describe the intricacy of tasks, steps, processes or methods involved in work; difficulty and originality in work):*

Education is a vast area consisting of numerous programmes and activities and monitoring it requires the development and use of proper and accurate tools. Monitoring involves interacting with people on a professional basis to know the progress of implementation of programmes and activities, analysing and identifying problems, raising issues of concern, putting forth one's critical thinking and interpretation of policies and directives, commenting on the quality and quantity of the various works produced by the teachers, master teachers, head teachers and DEOs/ADEOs involved and suggesting to them to make, where necessary, further improvement.

It also involves trying to convince unyielding teachers the need for change in their work habits or attitudes if they are found to be incompatible with the norms and code of conduct. The Chief requires being exemplary in his attitude, professional conduct and personal behaviours – a role model educator and a person with tolerance and compassion. Often having to tolerate the frustration of the field people like teachers, master teachers, heads and DEOs/ADEOs poured on to the visiting monitors relating the shortfalls of the Ministry and its divisions.

The chief as a leader in the development of education in practice have to try out various strategies in the delivery of education in the classrooms as well as with their professional colleagues in the schools and in the Ministry. He would have to analyze the impact of such strategies on the learning and inform other professional colleagues through writing and publishing or through seminars and workshops.

Report writing is often very sensitive for many and extra care needs to be taken to ensure the report reflect reality of the field diplomatically.

The Chief has to initiate review of system with DEMSS personnel, prepare "the State of education" and present to the Annual Education Conference annually, which becomes public

5. **SCOPE AND EFFECT OF WORK:** *(Describe the breadth of work performance and the effect the work has on the work of others or the functions of the organization):*

The Chief has the mandate to initiate the development and expansion of EMSSD and the decentralised monitoring and support services in the country, improve the effectiveness of the monitoring and support service system to ensure quality management and the provision of educational services by schools and institutions through monitoring and support services. This is achieved through continuous review of educational policies and current practices, monitoring system, carry out research on educational practices, impact studies of EMOs and focal persons, on-site visits to schools, study of their documents, meetings with the teachers, students, parents and heads of the schools, observe lessons, collecting data to assess schools and their programmes and provide evaluative feedback to the schools and appraise the Directorate and Ministry on the findings. The EMSSD under the guidance of the Chief is mandated to carry out impact study of education policies and plans and recommend improvement of policies and plans for enhancing *quality education*.

Effect of the position is to fulfil the above objectives:

The leadership of the Chief enhances the Education Monitoring and Support Services Division (EMSSD) to be:

- highly professional in its function of carrying out monitoring and
- appraising the Ministry on the health of education but
- providing effective professional support services to personnel involved in the delivery of education.

The efficient decentralised education monitoring and support services created by the Chief:

- create an efficient management system through effective monitoring and support services;
- enhance greater level of accountability, efficiency and transparency in the performance of education personnel;
- ensure better use and engagement of critical human and material resources bring quality control;
- demand and encourage greater teachers' professionalism in their work;
- bring about overall efficiency in the management of educational institutions and society at large; and
- enhance quality provision of wholesome to the Bhutanese children.

6. INSTRUCTIONS AND GUIDELINES AVAILABLE:

6.1 **Instruction:** *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated):*

Limited Instructions are available from the Ministry of Education. Mostly the Chief has to take initiatives to decide based on the broad mandates of the Ministry of Education. However, the resolutions of the

- Annual Education Conferences,
- Boards Meeting and co-ordination meetings recommends EMSSD to carry out studies on educational issues and concerns, in addition to decisions made at the meetings within the Department of School Education.

The EMSSD's annual work plans are presented and approved by the Ministry chaired by the Minister in the review of plans and programmes annually. All monitoring and support services reports are made to the Director of School Education and are followed up. The Annual report of the decentralised education monitoring and support services are presented to the Annual Education Conference in the form of **“the state of education”** prepared through the annual review conference of the monitoring personnel of the DEMSS system.

6.2 **Guidelines:** *(Indicate which written or unwritten guidelines are available, and the extent to which the employees may interpret, adapt or devise new guidelines):*

- Decentralised Education Monitoring and Support Services Policy Guidelines developed by the EMSSD under the guidance of the Chief (Mr. Wangchuck Rabten), recommended by the 4th Annual Education Conference- 2001, and endorsed for implementation by the 6th Annual Education Conferences is the main document being used.
- The recommendations of the Annual Review of DEMSS used as a forum for the improvement of the Monitoring and Support Services.

7. **WORK RELATIONSHIP** *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organisation other than contacts with superiors):*

The Chief works constantly with the personnel of the Ministry of Education in Thimphu, Divisional heads of the Education Department in relation to feedback on the programmes they provide to schools, deployment of staff, and creation of school facilities and appraisal of the school performances.

The Chief has contact throughout the year with Dasho Dzongdags of Dzongkhag administration, DEOs, Principals of High Schools and tertiary institutes, Head teachers of all types of schools, master and senior teachers and teachers and non-teaching staff working in the educational institutions, teachers, parents and heads of schools in connection to monitoring and support services, feedback on management

and provision of quality education. The Chief send written reports on the EMSS to the Dzongkhags and schools and follows up on the recommendations.

8. **SUPERVISION OVER OTHERS** *(Describe responsibility this position has for supervision of other employees, including the nature of supervisory responsibilities and categories and number of subordinates):*

Monitor, Evaluate and guide the performance of EMOs, DEOs/ADEOs of 20 Dzongkhags, Principals, master and senior teachers, teachers and other staff members in a wide range of schools (520) and their infra-structures, facilities and educational programmes of schools in particular and education department in general.

9. **JOB ENVIRONMENT:** *(Describe physical exertion required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, climbing to heights, extreme weather conditions, or other severe discomforts):*

The Chief requires travelling most of the time during academic year. Frequently on foot -risky footpath and hostile terrain, studying document, observations and recording, collecting information as evidences, traveling and working on week ends and government holidays, standing, walking and talking for long hours with or with proper working conditions depending on the school situations.

The Chief has to continually review the effectiveness of the national curriculum through putting to test in practice in their classroom and advice change and reform. He has to assist in any major curriculum reform in their area of expertise.

The Chief should also be able to manage colleagues at different levels of life stages, experiences, abilities and attitudes to be kept continually engaged in professional development and learning through continuous support and guidance. He should be able to encourage and promote continual evaluation and reflection on his practice amongst his colleagues.

The Chief is expected to work with different groups of people ranging from students, professional colleagues as well as educational leaders and researchers both in country and internationally. He has to work as a teacher, researcher, manager and facilitator in professional development of education staff.

ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION

POSITION DESCRIPTION

1. JOB IDENTIFICATION:

1.1 Position Title: **Education Monitoring Officer**

1.2 Major Group: **Education & Training Services**

1.3 Sub-Group: **Education Support Services**

1.4 Job Code No.: **04.310.06**

1.5 Job Location (*Complete as appropriate*):

Ministry: **Education**; Department: **School Education**;

Division: **Education Monitoring and Support Services**

1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Chief EMO**

2. PURPOSE, DUTIES & RESPONSIBILITIES (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE: The purpose of Education Monitoring Officers is to monitor the policies and programmes implementation and performance of the education personnel and provide professional guidance and support services for the enhancement of performance of education personnel in the delivery of quality wholesome education, in the areas of their specialisation. The EMOs are to assist the Chief in appraising the Ministry on the performance of schools, study reports and above all the health and standard of wholesome education annually.

The EMOs have

Sl. #	Duties and Responsibilities	% of time
1	Assist the Chief to develop policy guidelines and educate the Education Monitoring Officers, DEOs, focal persons and head teachers of schools through meeting and workshops.	
2	Assist the Chief in planning, monitoring and implementing the EMSSD's plan and to the Dzongkhags, cluster schools, schools and individual levels.	
3	Develop the monitoring tools for different areas of monitoring work i.e. managerial responsibilities, instructional responsibilities, students support services and co-curricular activities, etc. of school /institutions and their programmes.	
4	Test the monitoring tools and familiarise the personnel in the use of tool for effective monitoring and supporting works.	
5	Visit schools and institutions monitoring and providing supports, write	

	reports and appraise the Director and the Ministry on the status of schools/institutions and their programmes.	
6	Facilitate School Base In-service programmes for schools or school clusters for focal person as and when the needs arise during the visits.	
7	Review monitoring and support services regularly to bring innovation to our monitoring and support services of the education system.	
8	Help in analysing the results of monitoring and support services /studies and recommend the Ministry on the avenues for new educational policy /directives formulation and on quality of education.	
9	Assist in writing duty statements of the Focal Persons and monitor their work.	
10	Provide feed back sessions after each visit of school clusters or Dzongkhag.	
11	Carry out impact studies of EMSSD and organise Staff development programme for EMSSD and Focal Persons.	
12	Facilitate National Base In-Service Programmes of other Divisions during the school vacations.	
13	Carry out the responsibilities assigned by the Chief, as per the work plans.	

3. KNOWLEDGE AND SKILLS REQUIREMENTS: *(Minimum requirement for performance of work described, Level of Education, Knowledge, Skills and Ability):*

- 1.1 **Education:** Masters Degree in academic subject / leadership and management or equivalent knowledge and skills gained through research/ action research.
- 1.2 **Training:** Training in Monitoring & Evaluation, Research and reporting, relevant skills in the areas of specialisation.
- 1.3 **Length and type of practical experience required:**
Minimum of 13 to 15 years of successful tenure of teacher positions and having served as master teachers or teacher monitors at senior teachers' positions atleast for three years or equivalent experience.
- 1.4 **Knowledge of language(s) and other specialised requirements:**
The EMOs should have:
 - Should have good command of both English and Dzongkha.
 - Managerial and instructional leadership,
 - Knowledge and skills of monitoring and review,
 - Person of integrity and inspiring professional leadership with creativity and resourcefulness.

Knowledge

- Must have knowledge and skills of a successful teaching,
- Mastery of subject knowledge and methods/skills or
- Advance Diploma /master educational management theories and successful experiences in schools/institutions for at least 5-7 years,

- Sound knowledge of educational philosophy, human psychology and sociology, Knowledge of curriculum and assessment or evaluation theories and procedures,
- Knowledge and skills of monitoring and support service of educational institutions and programmes, knowledge and skills of writing report and carry out simple research work related to education,
- Knowledge of National Education policies, BCSR rules and regulations, knowledge of Bhutanese Culture and Traditions.

Skills

- Effective communication skills (Dzongkha & English),
- Managerial & executive skills, good inter personnel relationship,
- Observation, data collection, writing, analytical and evaluative to make sound judgement,
- Sound technical skills related to planning, implementing, monitoring and evaluating plans and programmes and
- Sound leadership skills, and identifying creative and resourceful solution to problems.

4. COMPLEXITY OF WORK: *(Describe the intricacy of tasks, steps, processes or methods involved in work; difficulty and originality in work):*

Monitoring involves professional interacting with people of wide range of experiences and expertise who are highly sensitive. Thus the EMOs need to be tactful while monitoring the performances of education personnel. Above all, the EMOs must have in-depth knowledge of what they are to monitor.

Monitoring involves careful observations of what is being done, how things are done and why they are done in that manner, requiring accurate collection of data, which are later judiciously analysed identifying problems, raising issues of concern, putting forth ones thinking and interpretation of policies and directives, commenting on the quality and quantity of the various works produced by the teachers involved and suggesting to them to make, where necessary, further improvement. It also involves trying to convince unyielding teachers the need for change in their work habits or attitudes if they are found to be incompatible with the norms and code of conduct. The monitoring work is professionally and morally challenging for the monitors and is stressful.

The Monitoring involves a lot of travelling often inaccessible to motor roads, hostile climatic conditions and mountainous terrain. To the field people, the officers of the EMSSD present the Ministry of Education. Often the Officers have to tolerate the frustrations of the heads and teachers pertaining to the shortfalls of the Ministry of Education and its Departments.

5. SCOPE AND EFFECT OF WORK : *(Describe the breadth of work performance, and the effect the work has on the work of others or the functions of the organization):*

The Education Monitoring and Support Services Division (EMSSD) is one of the key professional bodies establish not only to monitor but to provide professional support services in enhancing the performance of the education personnel in the delivery of

education. Thus the EMOs have vital roles to monitor all aspects of management of educational institutions and their programmes, and support and guide in their function towards achieving the educational goals and the aspirations of the Royal Government.

The EMOs also assess the performance of the educational institutions, policies and plans implementations by institutions and appraised the Ministry of Education and recommend change of policies and plans if needed for betterment.

Effect of the position is to fulfil the above objectives:

The EMOs' effective monitoring and support services:

- enhance greater accountability efficiency and transparency in the performances of education personnel.
- ensure optimum utilization of critical human and material resources/quality control;
- enhance teachers' professionalism through support mechanism.
- bring about over all school management efficiency and society at large; and
- enhance quality provision of wholesome Education to the Bhutanese children.

6. INSTRUCTIONS AND GUIDELINES AVAILABLE

1.5 **Instruction:** *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated):*

The Chief after seeking approval of the Director of Education studies and formulates the instructions and disseminates through regular in-house meeting of the EMSSD.

The annual performance targets and plans discussed but individually planned, monitored, reviewed and assessed collaboratively.

1.6 **Guidelines:** *(Indicate which written or unwritten guidelines are available, and the extent to which the employees may interpret, adapt or devise new guidelines):*

- The Decentralised Education mMonitoring and Support Services (DEMSS) Guide developed by the EMSSD,
- EPGI and Minutes of Annual Education Conferences,
- Study reports on the performance of DEMSS,
- Resolutions of the various boards meetings and the ad hoc directives of the Ministry of Education.

7. **WORK RELATIONSHIP** *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organisation, other than contacts with superiors):*

The EMOs are constantly in touch with DEOs, Principals of High Schools and tertiary institutes, Head teachers of all types of schools and teachers and non-teaching staff working in the educational institutions while carrying out monitoring and

support services and also while following up of the recommendations through reports.

The EMOs have regular meetings with the officers of Ministry to share findings of the school visits and feedback their policies and programmes.

8. SUPERVISION OVER OTHERS *(Describe responsibility for supervision of other employees, including the nature of supervisory responsibilities and categories and number of subordinates):*

The EMOs monitor, evaluate and guide the performance of Principal, Head teachers, teachers, other staff members of all schools both government and private. However, the number of employees being supervised may differ from year to year as the number of employees of schools are not same. The EMOs visit approximately 50 to 70 schools (50 to 70 heads) in a year covering about 500 to 1000 teachers.

9. JOB ENVIRONMENT *(Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, climbing to heights, extreme weather conditions, or other severe discomforts):*

The EMOs are required travel most of the time during academic year - frequently on foot and risk footpath and hostile terrain and they have to be away from their families.

Monitoring involves studying document, observations and recording, collecting information as evidences and interviewing wide range of people for long hours which is stressful.

Travelling and working on week ends and government holidays, standing, walking and talking for long hours with or with proper working conditions depending on the school situations can be physically demanding and emotionally and socially distressful.