The Gyan Shala Programme

AN ASSESSMENT

Conducted

by

CfBT Education Services

March - April 2010

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EXECUTIVE SUMMARY

CfBT Education Services, a leading international education services provider, was approached by Gyan Shala, an organisation providing cost effective education to poor students in Gujarat and Bihar to conduct an assessment of the quality of education being provided in its slum schools to low income group families. Gyan Shala aims to provide good quality education to the poor at par with effective schools in the private and public sectors.

The primary objective of this study was to assess the quality of education in the centres against national and international standards. The second objective was to evaluate the functioning of the centres, identify their strengths and weaknesses, and provide suitable recommendations to improve the quality of education.

For the purpose of the study CfBT contextualised some of the benchmarking tools for schools developed through its international research and applied in various global contexts to suit Gyan Shala and conducted an assessment during March-April 2010. CfBT used a set of quality indicators that has been tried and tested in various settings to support (i) inspection of over 3,000 schools annually in England under contract with OfSTED; and (ii) the recent inspection of all public and private schools in Dubai on behalf of the Dubai Schools Inspection Bureau.

The assessment instruments were contextualized as eight standards that are described as quality statements and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. The instruments were then shared through an orientation with a high level team of Assessors consisting of educationists, school heads and school inspectors who were put on the task of assessing the unique Gyan Shala program and its processes.

The eight quality indicators used for the assessment included: (i) Students attainment and progress in key subjects: Gujarati, mathematics, project work, science and English; (ii) Students' personal and social development; (iii) Teaching and Learning; (iv) Curriculum; (v) Infrastructural facilities and resources; (vi) Partnership with parents and the community; (vii) Leadership and Management; and (viii) Overall performance of all the centres. The Assessors visited around one third of centres selected on a random basis and gathered the relevant data pertaining to all the Grades 1 to 7. The Assessors based their judgements on the four point rating scale – ***Outstanding, Good, Acceptable and Unsatisfactory.*** The findings revealed that overall the Gyan Shala program is at an **acceptable** level with few good features and some areas that were unsatisfactory.

There is no doubt that Gyan Shala is doing yeomen service to over 10,000 underprivileged slum children in a very dynamic and innovative manner. However, when evaluated against national and international standards of quality education delivery, it needs to address some very pertinent challenges. The report concludes with specific recommendations. Moving forward, Gyan Shala needs to begin with an in-depth review of its systems and processes and develop a Strategic Development Plan for all its 'learning centres' and outline the progress achieved. The learnings need to be documented in a more rigorous and systematic manner that allows its leadership to engage in self reflection and analysis. Further, specific targets will have to be set for it to measure its progress from time to time by involving its stakeholders over the next couple of years.

1 INTRODUCTION

1.1 CfBT Education Services

CfBT Education Trust, UK is a leading not-for-profit education consultancy and service organization. Its object is to provide education for public benefit both in the UK and internationally. Established in 1965, CfBT has an annual turnover of 150 million pounds by undertaking operations in the education sector, on a commercial basis, for both public and private sector clients. CfBT works in over 20 countries around the world including the UK managing large government contracts as well as managing a growing number of schools. It works across a wide variety of learning and skills settings, managing projects and developing products and services to client specifications. All of the organizations surpluses are used for educational purposes as well as reinvesting 1 million pounds every year into practice-based education research.

CfBT is at the leading edge in the implementation of many important educational reforms, through management of several national programmes for Learning and Skills improvement, in the UK and worldwide.

CfBT Education Services is the Indian affiliate of CfBT Education Trust, UK. It aims to share its international expertise in training and education with Indian schools. It creates self-sustaining delivery systems that raise standards in teaching and learning through focused training and support to schools. CfBT Education Services has been working on education as a vehicle for rural development. It has also worked in an urban context for early childhood education, school improvement services, capacity building of education stakeholders, English language teaching and training as well as other support services to schools.

CfBT Education Services, India was approached by Gyan Shala to conduct an independent, comprehensive and reliable assessment of the quality of education provided by the Gyan Shala centres in Ahmedabad, Gujarat, using an international framework of quality indicators to evaluate the functioning of the centres, identify gaps, and help them to raise their standards at par with effective schools. For this purpose it was decided to use the tools developed by CfBT through international research and applied in various global contexts, particularly in the UK and the Middle East. This assessment is based on a set of quality indicators developed from quality inspections conducted worldwide and adapted to suit the Indian context.

These quality indicators are based on research into school effectiveness and the belief that an effective school will seek to provide the best possible academic or cognitive outcomes whilst enabling the students to thrive in terms of their personal development. The objective of the quality indicators is to ensure that purposeful teaching and learning coupled with a challenging and appropriate curriculum, pastoral care and leadership will ultimately contribute to school effectiveness.

The Assessment Handbook, which outlines the set of quality indicators, ensures that the quality of assessment is of the highest quality and that the judgements made by the assessors are fair, rigorous and consistent. It is important to recognise that this assessment is based on thoroughness

of the evidence base as well as the judgements that emerged from it. The School Quality Indicators in the Assessment Handbook are structured around the following eight central questions given in Box 1 below:

Box 1: The Eight Central Assessment Questions

How good are the students' attainment and progress?
How good is the students' personal and social development?
How good are the teaching and learning?
How well does the curriculum meet the educational needs of all students?
How good are the staffing, facilities and resources for learning?
How good is the partnership between the parents and the school?
How good are the leadership and management of the school?
How well does Gyan Shala perform overall?

1.2 Gyan Shala

Gyan Shala was born with a Mission to evolve policies and school programmes that would help attain the social goal of universal high school education. The name '*Gyan Shala'* originates from two Sanskrit terms – *'Gyan'* which means ***knowledge*** or ***wisdom*** and '*Shala'* which means ***school.*** Located in urban slums, amidst crowded narrow lanes and by-lanes of Ahmedabad, Gyan Shala presents a unique model of mass education to low income group families at a moderate cost known as 'learning centres.' All these learning centres are single rooms replete with all the resources typically found in a regular classroom environment and serve as 'schools' for a particular age group of children from the local neighbourhood.

The primary objectives of Gyan Shala are to:

(i) create a system of education that ensures high quality on a large scale and can be delivered at an affordable cost
(ii) develop a model to run large number of classes for rural and urban slum children and demonstrate its effectiveness through independent external assessments
(iii) promote large scale adoption of the Public Private Partnership (PPP) approach in order to ensure wider reach of basic education in the country

Gyan Shala is part of a larger school system with centres spread across several slums of Ahmedabad and centrally managed by a team of experts who form the *think tank.* Each centre is a classroom and no centre has all the grades under one common roof. There are two types of centres – the Elementary centres for Grades 1 to 3 and the Middle centres for Grades 4 to 7, of which Grade 7 is a recent addition. Altogether there are 9528 students on roll in all 343 centres spread across Ahmedabad city. The centres operate in two shifts – one shift from 9:30 am to 1:00 pm and another shift from 1:30 to 5:30 pm.

The centres follow a custom designed curriculum conforming to national norms drawn from the NCERT, Gujarat State Board and some internationally renowned school systems. In the Elementary Grades 1 to 3, the focus is on three core subjects while in the Middle Grades 4 to 7

additional subjects are offered. What makes Gyan Shala unique is the innovative teaching strategies practiced in the centres.

2. THE ASSESSMENT

2.1 Methodology

In order to evaluate the effectiveness of the Gyan Shala learning centres in a holistic manner and to benchmark them against international best practice and standards achieved, CfBT conducted the assessment during March. The assessment was carried out over a period of three weeks by a team of 12 Assessors who were identified and trained in the methodology. The Assessors visited the Gyan Shala centres as per a given schedule and observed classroom transactions. To ensure appropriate coverage of both the Elementary and Middle levels, a random sample of 30% was taken from each Grade. Table 1 provides a summary of the sample size across the different Grade levels.

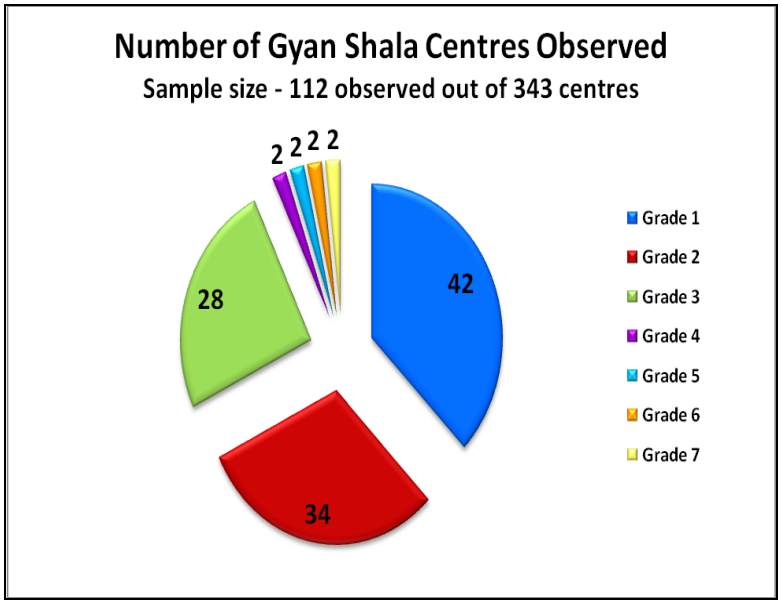
Table 1: Sample Size for the Assessment across the Grades

SAMPLE	ELEMENTARY	MIDDLE	TOTAL
TOTAL GRADES	3	4	7
NUMBER OF CENTRES	104	8	112
NO. OF ZONES	6	2	8
SUBJECTS COVERED	3	5	5
TOTAL NO. OF CLASSES	300	30	330
NO. OF ASSESSORS	12	12	12
ASSESSOR DAYS	10	10	10

An evidence based approach to evaluation was followed. The team of Assessors consisted of leading academicians, heads of institutions and trained school inspectors who observed classroom processes, conducted interviews with key stakeholders and scrutinised relevant documents. The process involved triangulation of information and evidence gathered from various sources.

Graph 1 illustrates the breakdown of the sample size by Grade. These centres were identified and assessed based on random sampling. Due to the limited number of centres in the Middle level, the findings cannot be generalised for all the Middle grade centres.

Graph 1: Sample Size by Grade Level



A total of 112 centres out of 343 centres were observed in which approximately 330 lesson observations were conducted and an equal number of interactions held with students and teachers. In addition, students' work samples were scrutinised and documents pertaining to student attendance and performance were analysed. Interviews were held with the Chairman of Gyan Shala, Mr. Pankaj Jain and the Team leaders, who spent valuable time and effort in providing details of the organisation structure and processes. Meetings were held with key staff of Gyan Shala, the designers' team and the supervisors as well as senior teachers. Focussed group discussions were also held with other key stakeholders such as parents and alumni groups.

Table 2 Number of persons interviewed during assessment

Stakeholder	Number interviewed
Chairman	01
Team leaders	02
Deputy team leader	01
Elementary design team	07
Middle school design team	13
Elementary – Data and evaluation	06
Senior supervisor	01
Supervisors	*15
Teachers at the training venue	*70
Centre teachers	112
Students	* 500 students @ 4-5 students per centre
Parents	*100 parents @4-5 wherever available
Total number interviewed	827

Note - * indicates approximate number of persons

In order to maintain objectivity and to minimise the impact of external assessment on the teaching and learning processes, the teachers were not informed that the Assessors were visiting their centres. The very high proportion of completed observation formats submitted by the team of Assessors reflects the sound evidence base and the strong commitment of the Assessors to the cause of education.

This report consists of evaluations made by the Assessors on the basis of evidence gathered in relation to each significant age group or Grade, taking into account the students' ages and scaling their expectations accordingly. The descriptors are applied to certain key subjects such as Gujarati, Mathematics and project work.

2.2 Assessment Procedure

Each Assessor spent about 75% of time on observing classroom processes, while the remaining time was utilised to observe infrastructural facilities and resources within the centre and interaction with the students, the teacher and few parents, where possible. Time was also spent on studying the samples of students' work and the attendance and attainment records.

Judgments were made about the following Quality Indicators:

1. The students' progress in key subjects:

KEY SUBJECTS	*ELEMENTARY GRADES 1 TO 3*	*MIDDLE GRADES 4 TO 7*
Gujarati		
Mathematics		
Project Work		
Science		
English		

Assessment was based on students' performance in tests and examinations, how well they were doing in lessons and how much progress they were making in relation to their starting points.

2. The students' personal and social development.

Assessors observed the attitudes and behaviour of students in and about the school and their relationships with the staff. They also looked at attendance rates and punctuality. They also looked at the students understanding of the local environment and appreciation of the local traditions and culture. They also paid attention to the students' knowledge and understanding of Gujarat and India in the world and the implications of local and global environmental issues.

3. Teaching quality and how well the students are learning.

Assessment was done regarding the effectiveness of the teaching methods they observed and how well the students were learning as a result. They assessed the teachers' knowledge of their

subjects and how to teach them. They judged how well the teachers checked the students' work and how well they helped the students to improve its quality.

4. How well the curriculum meets the educational needs of the students.
Assessors looked at the breadth and balance of the curriculum in each school and how well it served the interests and abilities of the students.

5. How well the facilities and resources in the centres protect and support the students.
Assessment was done of each centre's arrangements to ensure the health, safety and security of students in all parts of the centre including access to toilet and water facilities used by the students. They looked at how the centre managed the students' behaviour and the quality of the support and care it offered to individuals. They assessed how well the school kept a check on the students' progress in the subjects they were studying.

6. How well does the partnership with the parents and the community support the students.
Assessors looked at how well the centre engaged with the parents and, how well they engaged the parents in the learning of their students. Assessment was also done to find out how well the centres partnered with the wider community and engaged with them in garnering their support.

7. The quality of the leadership and management.
Assessment was done to find out how well each centre was being led and managed, looking at how effectively the centre's resources were being used for the benefit of the students. They assessed how aware each centre's teacher was of its strengths and weaknesses and how effectively they made improvements. They looked at how well the centres engaged with the governing body and the effectiveness of the school's governing body.

8. The school's overall performance (how well do all the centres perform)
Finally, inspectors made a judgement of Gyan Shala's overall performance, concentrating on how well it was delivering its promises to the parents and its capacity to improve further in the future. Assessors used a four-point scale to express their judgements.

2.3 Terminology Used

To maintain consistency throughout the assessment the following terms are used with reference to the indicators with the following definitions:

All:	100% or very close
Almost All:	90% and more
Most:	More than 75% quarters but less than 90%
Majority:	More than 50% but less than 75%
Minority:	More than 15% but less than 50%
Few:	Up to about 15%

Box 2 shows the four point rating scale that was used by the Assessors to make judgements regarding all the quality indicators as defined below:

Box 2: The Assessors' Rating Scale

FOUR POINT SCALE		*DEFINITION OF EACH POINT*
4	**OUTSTANDING**	Exceptionally high quality of performance or practice
3	**GOOD**	The expected level for effective schools
2	**ACCEPTABLE**	The minimum level of acceptability that all key aspects of performance and practice should meet or exceed
1	**UNSATISFACTORY**	Quality not yet at the level acceptable for effective schools

The set of quality indicators and this Assessors Rating Scale have been contextualized to assess the unique Gyan Shala programme from the process and indicators that were used by CfBT to support (i) inspection of over 3,000 schools annually in England under contract with OfSTED; and (ii) inspection of all public and private schools in Dubai on behalf of the Dubai Schools Inspection Bureau.

3. MAIN FINDINGS

Section 3 now looks at the assessment findings across the seven focus areas across the fourteen specific aspects. Box 3 summarises the different areas and aspects that have been incorporated in each assessment area.

Box 3: Assessment Focus Areas and Aspects

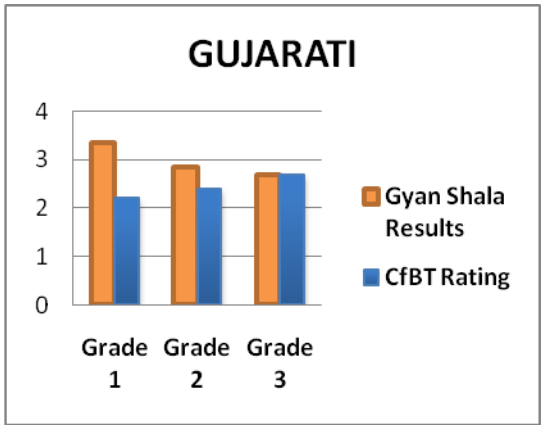
Focus Areas	*Specific Aspects*
(1) *Attainment and progress*	(i) Attainment in Gujarati (ii) Attainment in Mathematics (iii) Attainment in Project Work (iv) Attainment in Science (v) Attainment in English
(2) *Personal and social development*	(vi) Overall deportment (vii) Student attendance
(3) Teaching and Learning	(viii) Teaching for Effective Learning (ix) The Quality of Students' Learning (x) Assessments
(4) *Curriculum Quality*	
(5) *Staffing, facilities and resources*	(xi) Infrastructural facilities and resources (xii) Health and safety
(6) *Partnership with parents*	
(7) Leadership and Management	(xiii) Leadership (xiv) Management

3.1 Students' Attainment and Progress in Subjects – A Comparative Analysis

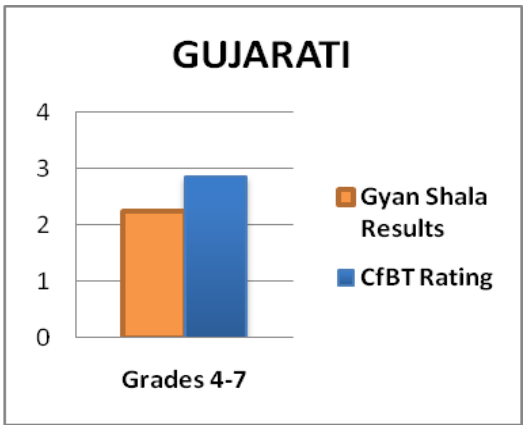
In Section 3.1 student attainment and progress is compared across the different subjects and grade levels using the data from Gyan Shala's own internal examinations and rating system and the grading that was made by the CfBT trained Assessors. Since the number of centres for Grades 4 to 7 were fewer the data has been consolidated and there might be some variations within the grades.

3.1.1 Attainment in Gujarati

Graph 2: Grades 1 to 3 (Gujarati)



Graph 3: Grades 4 to 7 (Gujarati)



Graphs 2 and 3 illustrate clearly how student attainment and progress in Gujarati is acceptable overall. In school based tests and against other external examinations used by the centres, most students attain levels that are consistently in line with or above age-related expectations. However, as per international standards used by the assessors the students' attainment in Gujarati is acceptable in all grades but is slightly better in Grades 3 and above.

In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with national age related expectations. Almost all students of Grade 1 knew language basics, including the alphabet and 'matras'. Most students had good knowledge of sentence structures. They could name and recall birds and animals. In Grade 2 a majority of students could read without difficulty. In Grade 3 most students were able to give answers to complex riddles in Gujarati. They learnt new vocabulary, learnt to ask for clues and guess answers by decoding clues and key words.

Primary students were able to understand a range of words and phrases and respond to simple instructions and questions. By the end of Grade 3 students had gained the skills to participate in conversations using proper pronunciation and had acquired the reading skills to gain a full understanding of prescribed texts. However, not all children were able to write neat handwriting. Students of higher grades could speak very well in different genres, make presentations on given topics, share jokes and ask riddles. A few high achievers responded thoughtfully to questioning, and expressed themselves with clarity and imagination but could not discuss in detail. Most

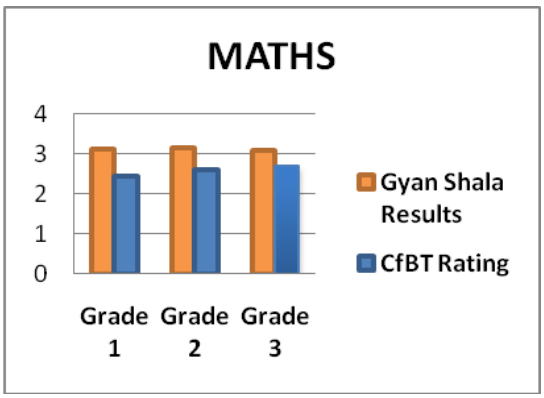
students copied words and phrases accurately but their written work had spelling errors and poor handwriting with little use of a range of punctuation marks.

Students of Grades 4 to 7 are able to use a variety of structures in conversation, do silent or loud reading and write simple sentences and paragraphs. However students are not familiar with using dictionaries to look up new words. Emphasis is on functional grammar and not on other genres. Usage of a range of sentence structures and varied vocabulary to create effects is rather limited.

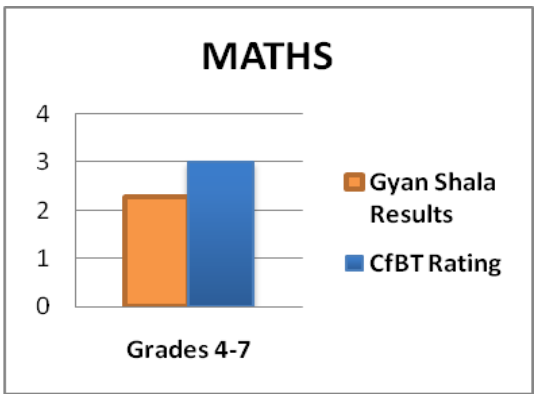
By the end of the Grade 7, students developed listening skills and spoke fluently using a wide-range of vocabulary. They demonstrated a thorough understanding of more complex structures and responded accurately to comprehension questions. Students' speaking skills were acceptable and they had sufficient command of Gujarati to conduct an extended conversation, although their dialect was often different from mainstream language and was more colloquial. Students were able to participate in conversations, read prescribed texts and write accurately in legible handwriting. However, few opportunities were provided for developing creative writing and the use of drama, group work and role play within lessons.

3.1.2 Attainment in Mathematics

Graph 4: Grades 1 to 3 (Maths)



Graph 5: Grades 4 to 7 (Maths)



Graphs 4 and 5 illustrate that students' attainment in Mathematics across the grades is good. In school based tests and other external examinations used by the centres, most students attain levels that are consistently in line with or above age-related expectations. In Grades 1 to 3 over the last four years trends indicate that students' performance is good but then it drops significantly in the Middle grades. However, as per international standards used by the Assessors the students' attainment in Mathematics is consistently improving in the Grade 3 onwards and is good in Grades 4 to 7.

In school based tests and the external examinations used by the school, most students attain levels that are above the age-related expectations. In lessons and in their recent work most students demonstrate knowledge, skills and understanding that are in line with or above age-related expectations. Attainment in Mathematics is significantly better in comparison with Gujarati and project work.

All children in Grade 1 are able to identify and write numbers up to 50 and apply values in daily life. They could write, count and order numbers up to 50, apply concepts of *before, after, between, greater* and *lesser*. The majority of students are able to use beads and the abacus to demonstrate place value. They are also able to put 2-digit numbers in order.

Most students of class 2 know multiplication tables up to 10 and can solve word problems involving addition. They are able to identify shapes. They are also able to observe and record data, tabulate and convert tabulated data into graphs. By the time they are in Grade 3 most students are able to cite the prices of articles of daily use with brand differentiation. They work with numbers up to 10,000 and are able to apply basic mathematical operations and confidently solve problems involving two-step operations.

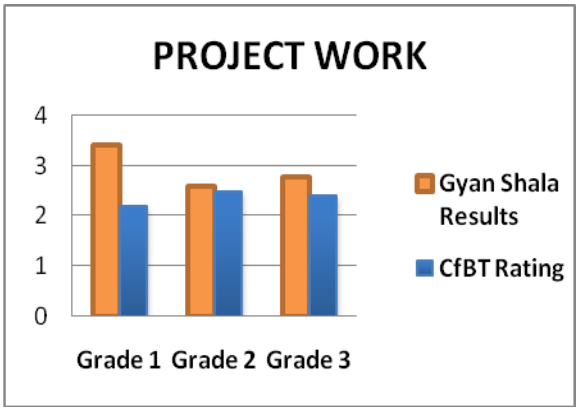
Students are able to understand concepts of measurement such as *longer* versus *shorter* and *heavier* versus *lighter*. Good progress was seen in Elementary Grades 1 to 3 in understanding of mathematical concepts such as, multiplication as repeated addition and skills in mental arithmetic. Students of Grade 4 could solve problems related to money, measurement, capacity and time. They could do geometry by guessing the measurement of angles and verifying the length by using a protractor. However, few students had difficulty in solving the problems from the worksheets.

Students of Grade 5 were able to perform computation with speed and accuracy involving fractions, decimals, and percentages and could solve problems based on them. They knew geometrical shapes such as the square, rectangle, triangle and cone with properties and were able to compare and contrast the different shapes. They could measure straight as well as curved figures and lines, recognise angles and knew multiplication tables up to 20.

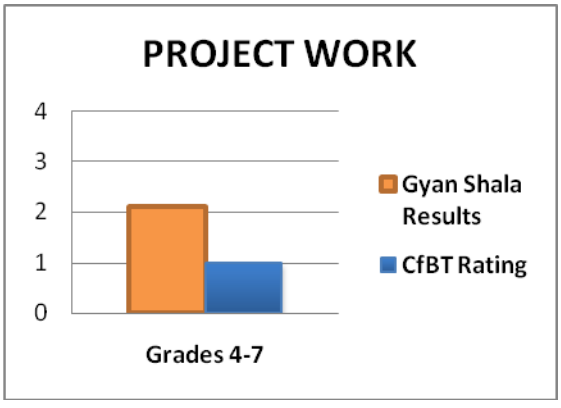
Students of Grades 6 and 7 had good conceptual knowledge of area. They understood the purpose of calculating area and volume. Almost all students could solve problems with two or three dimensional figures without difficulty. They were skilled at figure drawing. However, students had limited knowledge of decimals and units of measurement such as centimetres and millimetres and found computation difficult.

3.1.3 Attainment in Project Work

Graph 6: Grades 1 to 3 (Project work)



Graph 7: Grades 4 to 7 (Project work)



Graph 6 shows how attainment and progress in Project Work in Grades 2 to 3 is acceptable but Graph 7 indicates that there is a decline in performance in Grades 4 to 7. In school based tests and the external examinations used by the school, most students attain levels that are in line with the age-related expectations. Attainment in project work is significantly better in the Elementary grades when compared with the Middle school grades. Project work is an integration of all subjects and students develop hands-on experiences in life skills. Box 4 summarises the different expectations for Project work per Grade:

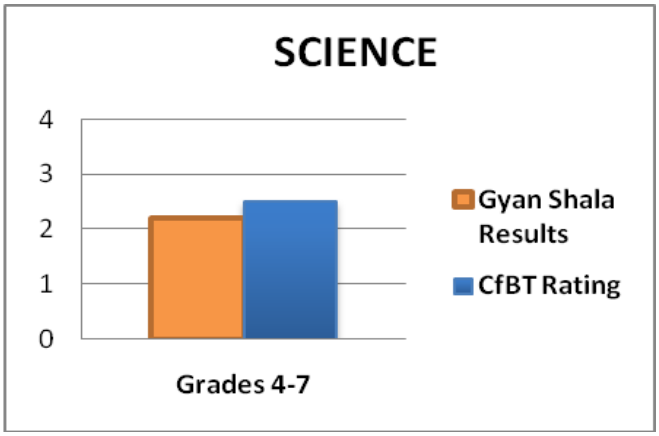
Box 4: Project work requirements for the different Grade levels

- In Grade 1 students were able to classify objects on the basis of height, size and weight. They understood what is meant by big and small, tall and short, fat and thin.
- In Grade 2 students were able to relate quantity of a commodity to its price. They could write a sari advertisement for a newspaper with slogans and make it attractive with patterns. They were also able to represent data graphically.
- By Grade 3 students were able to survey houses in the neighbourhood to find out details about the number of members in each house by age, gender, school-going, non-school going and fill in the relevant forms in their worksheets.
- By the time students were in Grades 4 to 7 they worked on a range of topics including types of wind, budget preparation, savings schemes and methods whereby they could distinguish between types of savings: such as the post-office, bank, SHG and how to make a budget and save some amount. They understood the importance of savings and the difference between banks and ATMs.

However, opportunities to apply *knowledge in real life situations or making cross curricular links were often missed because of* the theoretical presentations in lessons. Further, possibilities for developing investigative skills and discovering facts are not explored adequately.

3.1.4 Attainment in Science

Graph 8: Grades 4 to 7 (Science)



Graph 8 illustrates how attainment and progress in Science which is only introduced in Grade 4 is 'acceptable' across the Middle Grades. In school based tests and the external examinations used by the school, most students attain levels that are in line with the age-related expectations. The data reveals that students' performance is acceptable in comparison to national and international benchmarking.

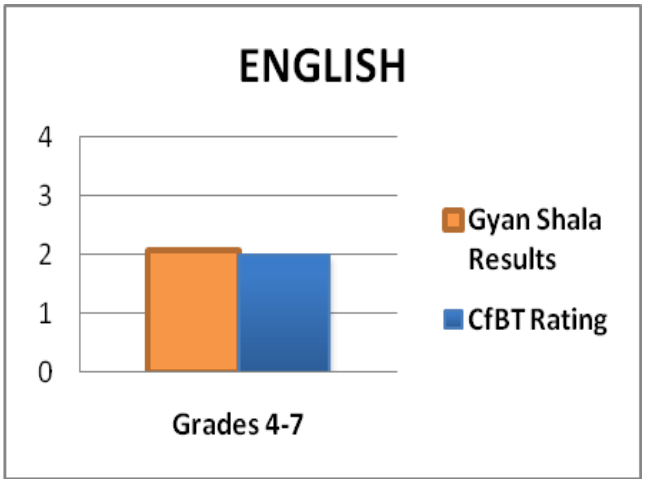
In the Elementary Grades 1 to 3 the students understood about the uses of the sense organs. Both boys and girls showed a secure understanding of each of the science topics they had studied in Grades 4 and 5.

Most students of Grade 4 were able to identify atoms and give formulae; for example C2 H12 O6. Students knew what C, H & O stood for and also the atomic weight. A majority of students of Grade 5 were able to understand the concept of heat, its properties, measurement using thermometer, importance of mercury in thermometer, concept of body temperature, electric wire, wheel etc. They were able to answer questions related to the topic. In Grade 6, students learnt concepts of speed, velocity and acceleration, though only few could answer questions based on the concepts.

By the end of Class 7 students were able to understand simple experiments but there was no evidence of students' involvement in planning and experimenting. Students were able to assimilate factual knowledge but their investigative skills were less developed. They were not provided enough opportunities to explore, observe and investigate scientific concepts. Students did not evince a keen interest in science as few concepts were abstract and require higher order thinking and skill of analysis. Students were unable to answer the question on the formation of clouds and rain and were not clear about the concept of precipitation.

3.1.5 Attainment in English

Graph 9: Grades 4 to 7 (English)



Graph 9 shows great similarity between the Gyan Shala rating and the CfBT assessment. Attainment and progress in English was acceptable. A few students were competent in their use of spoken language and their listening skills developed along with maturity.

Students of Grades 4 and 5 were able to introduce themselves, describe simple things, greet, express gratitude, regret and read and understand text correctly. However, they were not able to express/give meanings of proverbs or new words but were making continuous efforts and trying to give answers. Only a few were able to convert sentences into negative but almost all could follow instructions given by the teacher in English.

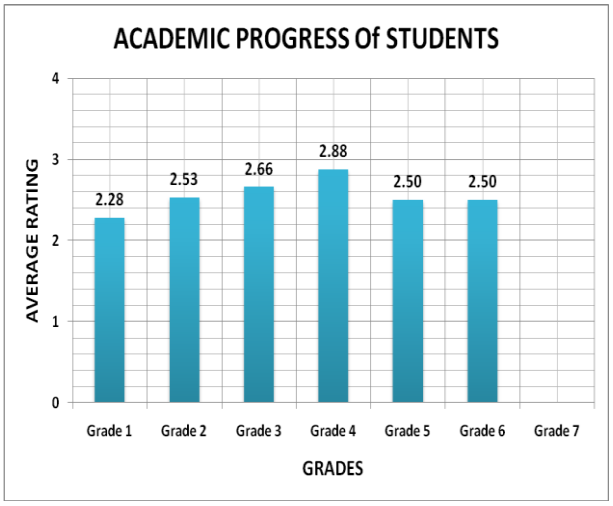
Considering that the students came to the centre with absolutely no established reading skills and by the time they reached Grades 6 & 7, these were sufficiently developed to help them read their texts indicates the progress achieved over time.

Students could read newspapers, notices, magazines and could understand and speak well in simple English but had problems with writing. Most students of class 6 had acceptable levels of English. They could frame sentences by re-arranging jumbled words. Students read letter by letter but understand the word as soon as they complete reading it. Few students of grade 7 were able to write sentences and paragraphs where meaning comes out clearly; with good grammatical structures; in complete sentences and connected to context. They could read and comprehend text independently.

Writing was almost entirely teacher directed and involved recording simple answers and copying from the board. Writing was not focused and the students did not develop competent note taking skills through a variety of genres. They did not develop practical skills like facing interviews, and the writing of CVs. Handwriting skills were developed appropriately through the age ranges.

3.1.6 Overall attainment and progress

Graph 10: Grades 1 to 6 (Overall)



CfBT Rating

A comparative analysis of the students' performance across the years is difficult because the school based tests conducted every year are not standardized tests and hence do not provide a realistic view of the students' progress in different competencies. This is summarised very succinctly by one of the Team Leaders below:

"The purpose of testing in Gyan Shala is to check in which concept our children excel and where they are facing problems. The selection of the concept and its depth that we want to check, are decided by the design team member of that subject stream. Because of that we do not have standardized test papers across the years that give a realistic view of children's progression in different competencies. Even based on our testing and our experiences our curriculum is getting revised every year, this is not allowing us to establish co-relation between different academic terms and academic years. Because of that our data is also not organized in that manner."

However, the team of Assessors found that the overall performance of the students in the subjects was acceptable across the centres although it varied from grade to grade and within the subjects. There were also some significant weaknesses in their learning. Students were better in theory than in practicals. Progress was better in Grades 2, 3 and 4 and there was a dip in Grades 5 and 6. No data was available for Grade 7 as it had been set up recently.

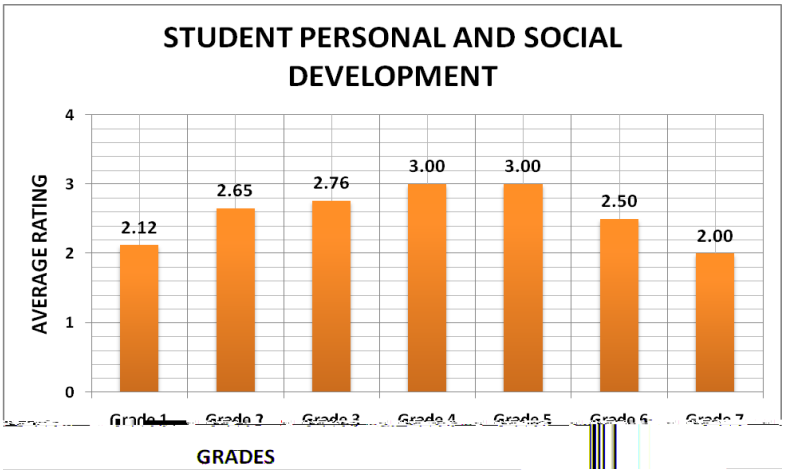
3.2 Students' Personal and Social Development

3.2.1 Overall deportment

Section 3.2 assesses the personal and social development of the students based on the findings of the assessors based form classroom observation, focus group discussions and attendance records. It is clear that the personal and social development of the students was good throughout the Gyan Shala centres. Assemblies and lessons provided a suitable base from which to develop positive attitudes and behaviour. Good behaviour and relationships prevailed in most lessons. Students participated eagerly and performed assigned tasks with full involvement. The few instances of misbehaviour, mainly in Grades 1 to 3 were due to ineffective classroom management or inadequate supervision rather than due to students' attitudes. Students in Grade 4 were self-disciplined even when lessons lacked challenge.

Students in Grades 4 to 7 worked hard and were keen to learn though there were few well judged systems in place to promote good behaviour. They were fully focused on their work and had positive attitudes towards each other.

Graph 11: Grades 1 to 7 (Personal and Social Development)



CfBT Rating

Many students, motivated by local successes, aspired to careers in teaching, particularly the girls and law enforcement or police force among the boys. Students in all classes were proud of their centre and liked coming to learn. Interaction with some of the alumni from the centres also expressed that they liked their centres more than the current high schools where they were studying. They cared for its buildings and resources, but often created litter through careless disposal of paper and not using water in washrooms.

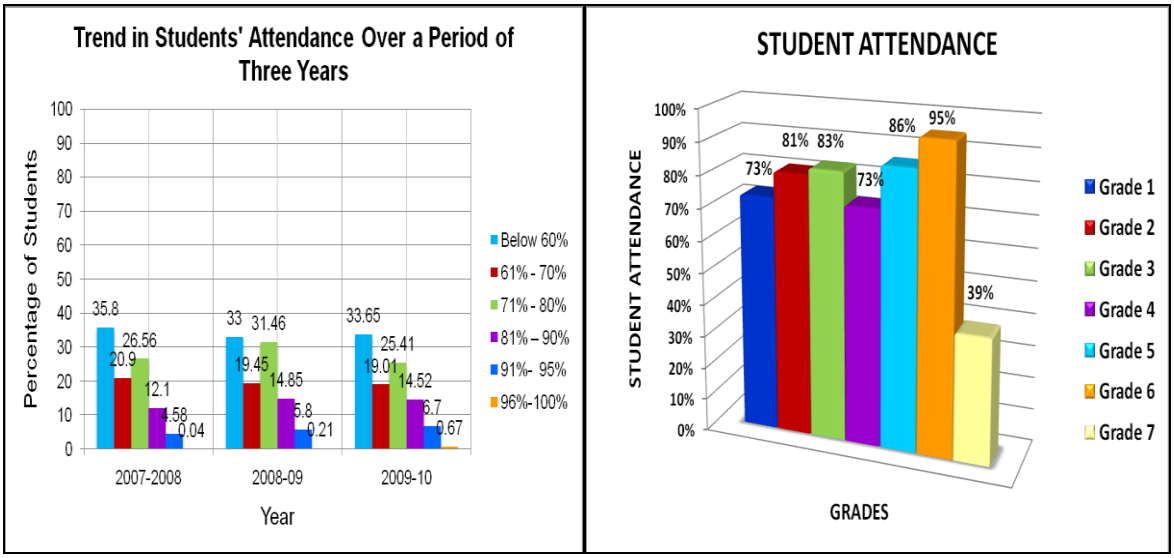
They were aware of the rules to be followed and the transition from one task to the next was smooth. Students were responsible and took care of the teaching and learning resources like pencils and worksheets.

Student staff relationships are based on mutual respect and are productive. The students work amicably with others and report that they feel supported well by the staff in the centres. In few centres students are restless, distracted and are involved in disruptive activities.

3.2.2 Student Attendance

Gyan Shala's records highlight how attendance over the last three years is a considerable concern across the different grades. As illustrated by Graphs 12 that has data sourced from Gyan Shala and Graph 13 in which the data was gathered during the assessment, almost one third of the students exhibit rates of attendance that are below 60% and only a minority of less than 10% had an attendance above 90%.

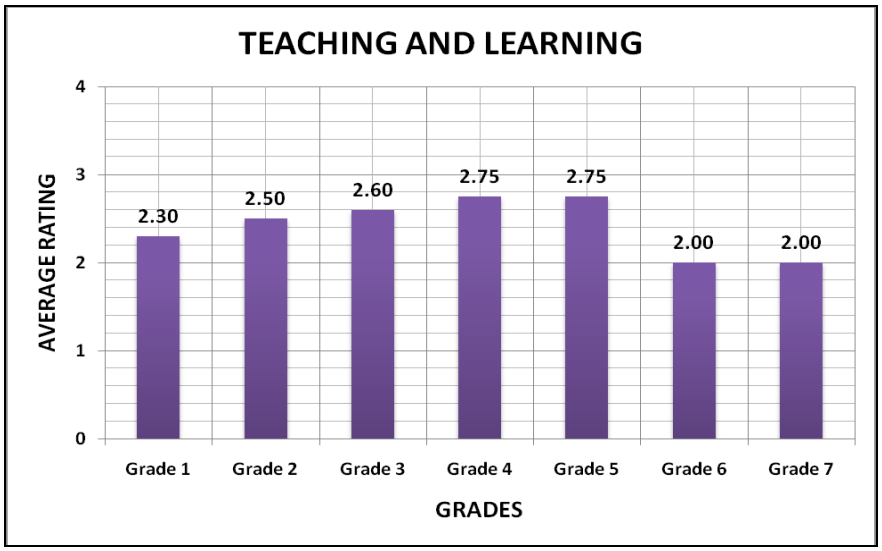
Graph 12: Attendance (2007-2010) **Graph 13: Grades 1 to 7 (March 2010)**



Attendance across the grades in the centres was unsatisfactory as per international benchmarking which requires a minimum of 92% attendance to be acceptable. During the assessment which was spread over two weeks the overall attendance of the centres was 75% for Grades 1 to 7, the highest being 95% in Grades 6 and the lowest being 39% for Grade 7. However, this does not give a true picture as it was limited to the two weeks of assessment. It was also observed that a number of the students were late and walked into the lessons while the teacher continued the lesson without interruption. This appeared to be the norm in most centres as it did not disturb the other students. Also children whose parents (both mothers and fathers) were working were the ones who were frequently absent.

3.3 Teaching and Learning

Graph 14: Grades 1 to 7 (Teaching and Learning)



CfBT Rating

3.3.1 Teaching for Effective Learning

The quality of teaching and learning is 'acceptable' throughout the Gyan Shala centres. Most teachers have sufficient subject knowledge and share this at a suitable level with the students. Few teachers are insecure in their subject knowledge and how to teach them. All lessons were well planned so that the purpose of the activities is clear leaving little scope for variation in lesson delivery. In many lessons, teachers simply followed the content of the teacher guide without any adaptation or imaginative interpretation to make the lesson more interesting. An exception to this was the more lively approach adopted in Mathematics lessons by teachers in Elementary Grades, which was effective for most learners.

In Elementary Grades the teachers made adequate use of additional resources beyond the textbooks. Teachers made use of displays, songs, rhymes and actions to interest and motivate students. There is a good balance of activities with the use of the 'whole class, individual and group work' approach in lessons. Few instances of teachers leaving the other groups to carry on without supervision were observed. In the Middle school, visual and practical resources, including information and communication technology (ICT), were seldom used either by teachers or students. Teachers have inadequate knowledge about students' strengths and weaknesses.

The teachers' range of questioning techniques was rather limited. They asked questions to test previous knowledge, to motivate and to check students' understanding, but seldom asked questions to arouse students' inquisitiveness or inspire them to find out more. Most lessons were predominately didactic with few opportunities for students to contribute their own ideas and thoughts.

Classrooms are organised and the learning activities are often not matched to the students' age groups or differing learning needs and interests. Teaching strategies address the needs of most students and low achievers are often left to fend for themselves. Teachers expect the students to take responsibility for their own learning and promote independent learning but this did not always happen.

3.3.2 The Quality of Students' Learning

The quality of students' learning is 'acceptable' across the Grades and in all the centres. Students in most of the centres were eager to learn, attentive and engaged in learning, although they were required to listen for long periods before being asked to respond to questions.

In the Elementary Grades students' learning was significantly better when their interest was stimulated and they learned from each other in small groups. However, there were insufficient opportunities for them to develop skills of experimentation and investigation, as the teachers conducted experiments while students were passive observers. In Grades 3 to 6, students enjoyed learning and took responsibility for their learning by displaying their knowledge. They showed confidence and humour when reciting stories. In a small number of lessons there were examples of students' showing enjoyment and enthusiasm in using their communication and thinking skills.

Older students responded well to teacher direction and questions and demonstrated understanding of their lessons. Rote learning predominated in all the classes and so students did not become self-directed or independent learners. There was no provision for students with special educational needs but low achievers were given extra time and help in their learning by the teachers during their free time. Similarly, high achievers were not encouraged to think critically or challenged enough to develop research skills which impeded their progress.

3.3.4 Assessment

Assessment procedures are 'unsatisfactory' overall. Teachers did not check students' progress regularly and even when they marked worksheets they did not provide diagnostic feedback to help students improve their work. Tracking of students' progress and maintaining of records was weak. Formative and summative assessment in the form of term tests and examinations provided staff and parents with some assessment information, but this was not used effectively to improve their planning for lessons to meet individual students' needs. Few students who were aware of their examination results and knew their strengths and weaknesses could not evaluate their own work rigorously.

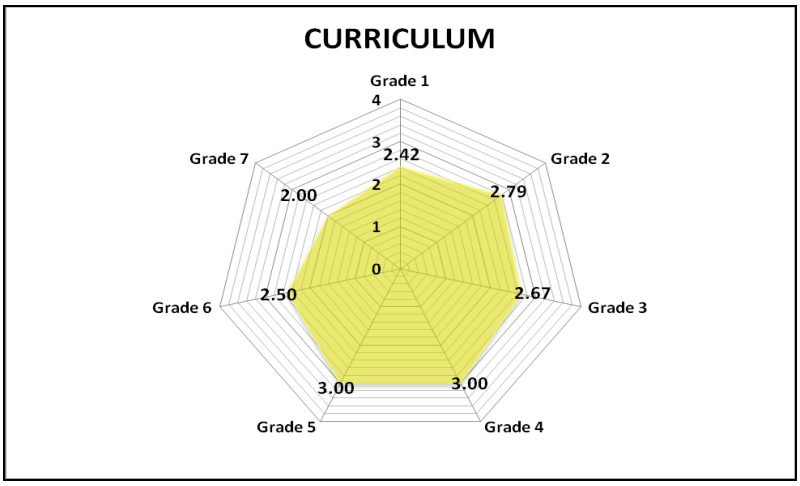
Systems for tracking students' progress were developed centrally but they did not feed into the planning to improve the teaching learning processes and no data is available to show students' performance in national or international tests that would help in benchmarking their achievement against international standards.

The Elementary school practices the detention system which is applied inconsistently across the grades. Summative results are given more importance in promoting students from one Grade to the next Grade. The detention system is not followed in Middle school Grades. Analysis of the students' data from the Annual Reports of Gyan Shala revealed that about 19% of students were detained in Grade 1 and 13% in Grade 2 in April 2009. This level of retention is high and is based not only on written tests but also on the recommendation of the teacher and supervisor.

3.4 Curriculum Quality

The quality of the Gyan Shala curriculum overall is 'acceptable'. The Gyan Shala curriculum for Grades 4 and 5 is good while the curriculum for other grades is acceptable. Apart from the National Curricular Framework and the Gujarat State Board, there are few aspects drawn from other internationally acclaimed curricula such as Singapore, Australia and Hong Kong that have been integrated them into the curriculum[1]. Graph 15 highlights the quality of the curriculum at each grade level.

Graph 15: Grades 1 to 7 (Curriculum)



CfBT Rating

The Elementary curriculum has a rationale, is well designed and age appropriate and focuses on core subjects for literacy and numeracy skills to suit the needs of the slum students who do not go to a pre-primary or nursery school before enrollment in Grade 1. In the Middle school curriculum the choice of subjects for students is extended to the core subjects like Gujarati, Mathematics, Science, Social Studies, Hindi, English and Project Work. Non-cognitive areas of learning are neither addressed in the curriculum nor in the assessment methods. Extra-curricular and co-curricular activities find little or no place in the day to day routine.

[1] The textbooks for Language and Mathematics are taken from the Gujarat State Board and this assists the students when they are mainstreamed into government schools.

The school is aware of its place in the community but makes limited use of its surroundings to enhance the curriculum. Visits and other activities are organised but not always effectively integrated with the learning experience. It is a dynamic and evolving curriculum that is regularly reviewed but revisions and adaptations implemented as a result of this work do not always ensure that most students' needs are met. The quality of the worksheets and homework is acceptable with hardly any corrections by the teachers.

Planning across the phases of education, within the centre and at the point when students transfer to the next centre, builds on previous curriculum content. However, students are not always well prepared for the next stage of their education. The previous learning of new students is not taken fully into account. Continuity of students' learning between the grades was provided only by the choice of textbooks but little appropriate guidance was given for transition between the different grades.

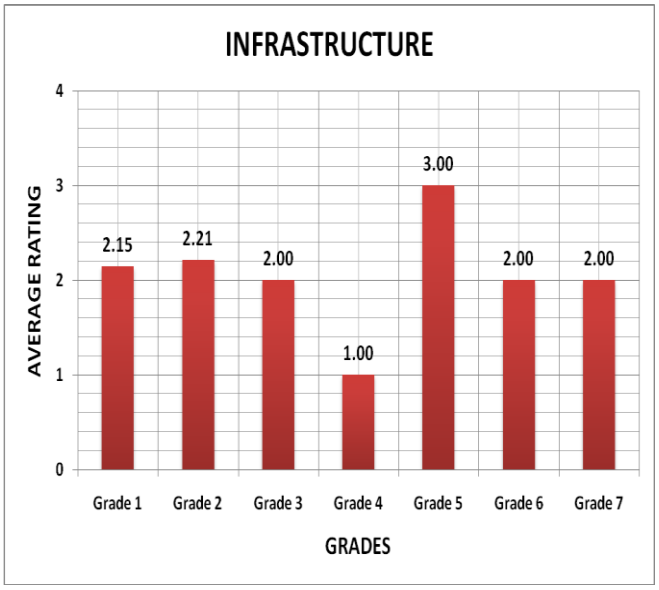
There is limited development of cross-curricular themes. Opportunities are not always taken to make useful connections between subjects and aspects that would promote greater coherence in the curriculum. Value education and physical education do not receive their due place in the curriculum and in the day to day curriculum transaction.

3.5 Staffing, infrastructural facilities and resources

3.5.1 Facilities and resources

3.5.2

Graph 16: Grades 1 to 7 (Infrastructure)



CfBT Rating

Graph 16 highlights rating of infrastructural facilities and resources in the centres grade wise.

Staffing, infrastructural facilities and resources are 'acceptable' in the Gyan Shala centres. The staff is adequate but usually does not have the requisite qualifications. They are trained by the Gyan Shala management team to provide appropriate support to meet the learning needs of the students. There are no specialist teachers for students with additional learning needs. In some Middle school centres additional staff is available but is not deployed appropriately to assist the teachers in the centres. They take care of the centre when the teacher leaves to visit another centre.

Understandably given the programme's mission, background and funding streams, the facilities in almost all the centres are meagre as they are run in rented premises located in slum areas and often shared by the owners. The premises, equipment and resources are barely adequate for accommodating 30-35 students and most of the centres lack the requisite space for enabling teacher and student movement.

In almost all the centres the classroom display is not organized neatly. In few centres the charts are at a height which makes it difficult for the students to read. The display material in the centres does not follow a theme, is often old and not age appropriate.
The quality of the premises does not provide the necessary ambience to ensure maximum learning for the students. Almost all the centres have drinking water stored in pots. A toilet within the same house or in a neighbour's house serves as the restroom. Overall maintenance and cleanliness is poor in Gyan Shala centres. Extracurricular activities do not find a place in the time table due to lack of space and resources.

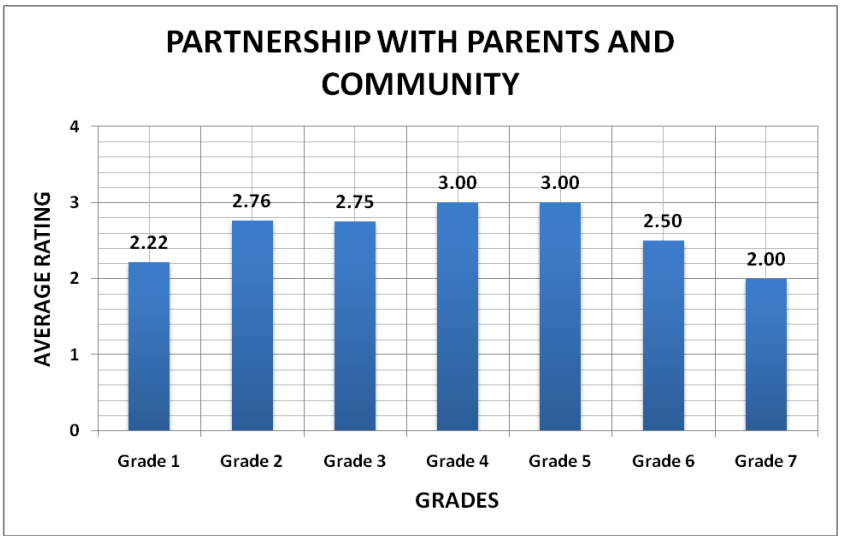
3.5.2 Health and Safety

Health and safety is 'unsatisfactory' overall throughout the Gyan Shala centres. Health and safety checks are not part of the centres' routine. Staff have little role in ensuring the health and safety of the students. Perhaps this is because any effort in this direction might result in students not attending the centre altogether. It was an accepted norm of the centres as teachers did not raise the issue with students. There were few cases where children were not bathed or dressed appropriately.

Some parts of the centres or their equipment are unsafe and unhygienic. Supervisory practices, first aid and safety measures are weak in almost all the centres. Child protection needs to be enhanced and it was noted that some teachers mete out corporal punishment to even Grade 1 students for minor misdemeanour.

3.6 Partnership with Parents

Graph 17: Grades 1 to 7 (Partnership)



CfBT Rating

Graph 17 highlights results from focus group meetings with parents. Partnership of the parents with Gyan Shala centres is 'acceptable' overall. There are parent teacher committees that meet once in a term. However, parents are not encouraged to be active partners in learning. There are no avenues for parents' participation as partners in learning except that they support in identifying centre location at the time of setting up a new centre and sending their children to learn. The parents are not aware of the teaching learning procedures and are not involved in the development and improvement policies.

Parents do not get much information about the progress of their children. The centres also do not forge any productive relationship with the parent community for their improvement. The parents do not find representation in the decision making process at the central level.

Interaction with the parents revealed that they were extremely happy with the care and education of their children. The positive interaction between parents and staff was highly valued and almost all stressed their appreciation for the work of the staff who they judged to be very devoted. They particularly welcomed the centres' emphasis on developing life skills and awareness of the wider world through project work and lessons and were thankful for the low fee structure.

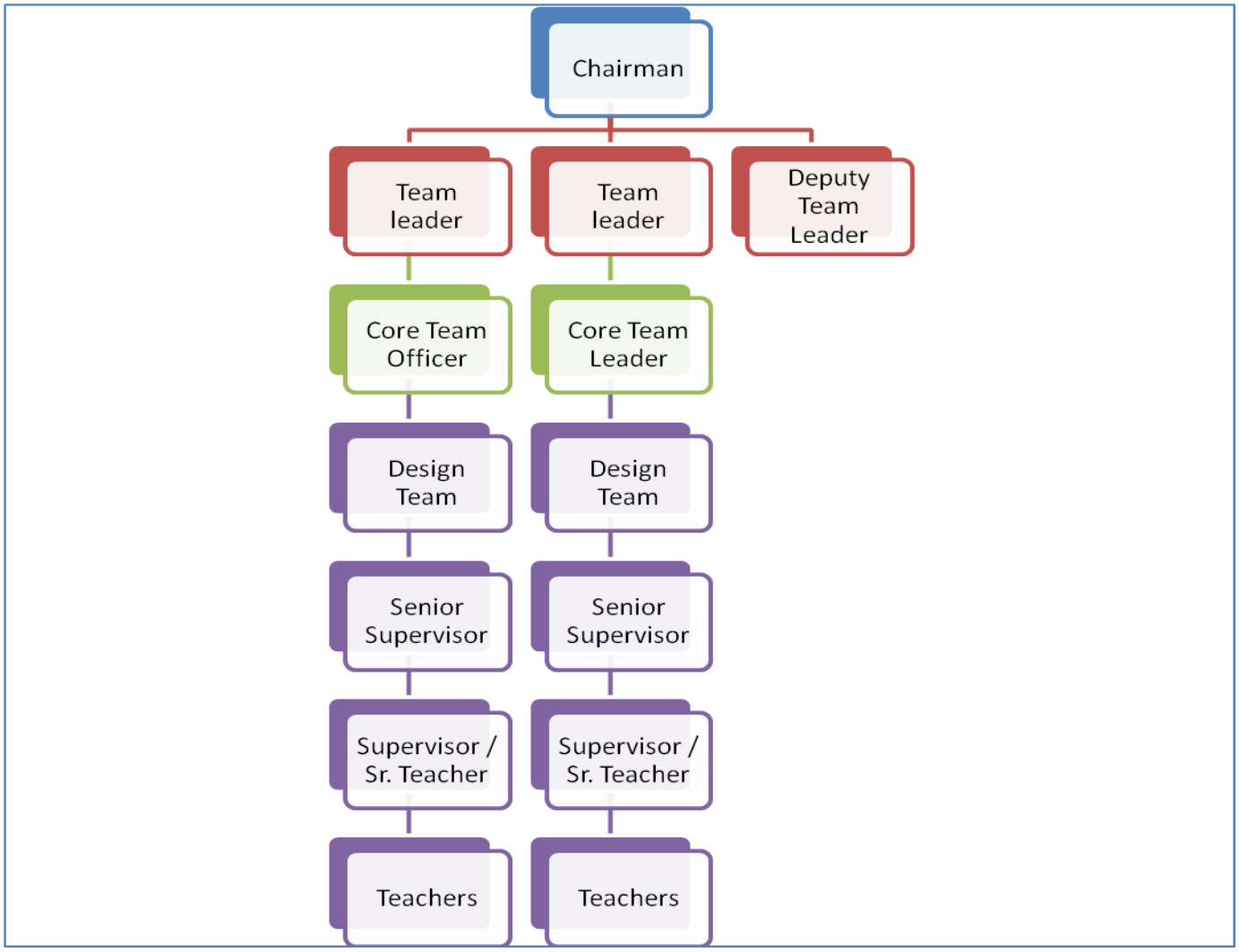
Few parents expressed concerns about the high staff turnover and its impact on their child's progress, the frequent change of centre location due to landlords' demands to vacate premises at short notice, and a minority expressed that the centre did not always deal effectively with any concerns they raised. They trusted the centre to do the best for their children. They were confident that the centre was safe and that their children were well looked after. A majority of

the parents also requested that the Gyan Shala centres be extended to Grade 10 so that their children will have a smooth transition.

3.7 Leadership and Management

Diagram 1 shows the organogram of the Gyan Shala programme. This organisation structure is a unique feature of the programme. The structure is based on a cascade approach in which there are essentially five different layers from the Chairperson to the teacher.

Diagram 1: Organogram of Gyan Shala



3.7.1 The Quality of Leadership

The quality of Leadership and Management of Gyan Shala is 'good'. The top leadership provides a clear vision, guidance and sense of direction to the senior staff. Senior leadership displays a high level of professional competence and commitment. The senior leadership shares the vision and the common goals.

The senior staff are dedicated and empowered to take decisions, and are focused towards achieving the goals of the organization. There is a strong support system at all levels. The linkage between various tiers is extremely good and a strong work culture binds the teams of the supervisors, senior supervisors, core team members, designers and the teachers.

There is effective delegation at the middle management level with different teams created for specialized roles. However there is an overlap of roles and responsibilities which are not clearly documented at all levels.

3.7.2 Management

With respect to the following three important aspects of management, the programme was deemed to be 'acceptable'. Firstly, from the perspective of the Governing body, although Gyan Shala has a Governing Body there appears to be no active participation or contribution from the members for furthering the cause of Gyan Shala. Similarly the parents and students are neither aware of the vision nor form part of the Governing Body of Gyan Shala.

Secondly, there is no policy or documentation of a Performance Management System that informs professional development even though continuous professional development (CPD) needs are identified through classroom observation, discussion and feedback from peers. Finally, documentation of all processes appears to be weak with no proper system of recording the progress achieved or planning a long term strategy for the future. The centres do not analyse their performance and use the results to make improvements.

3.8 Overall performance

The overall performance of Gyan Shala is 'acceptable.' Most of the quality indicators were judged as 'acceptable' while few areas were rated as 'good' and some were rated as 'unsatisfactory'. Gyan Shala's strengths are its dynamic and visionary leadership. However, involvement of all the stakeholders was weak.

Students' attainment based on school based tests and other external examinations is 'acceptable' in most subjects although it was significantly better in mathematics. In other subjects students made acceptable gains in their knowledge, skills and understanding but there was insufficient provision for them to apply their knowledge in real contexts.

Students throughout the centres were polite and well behaved. They had good knowledge of their responsibilities as they could manage their materials and time well. In most lessons, teaching was acceptable although it resulted in passive student participation and they had few opportunities to express their ideas using their experience, knowledge and imagination. The

range of teaching styles was limited and did not address the needs of all learners and assessment was weak. The quality of curriculum was 'acceptable' even though it was drawn from different sources. Students did not learn creative subjects and had little scope for physical education. The infrastructural facilities and resources and partnership with parents and community were 'acceptable'. Arrangements for health and safety of students and management of the centres were 'unsatisfactory'. The Box below provides a summary of the findings with the focus areas.

Box 5 provides a summary of the focus areas and aspects.

Focus Area and Aspects	*Outstanding*	*Good*	*Acceptable*	*Unsatisfactory*
1. Attainment and progress				
• Attainment in Gujarati				
• Attainment in Mathematics				
• Attainment in Project Work				
• Attainment in Science				
• Attainment in English				
2 Personal and social development				
• Overall deportment				
• Student attendance				
3. Teaching and Learning				
• Teaching for Effective Learning				
• The Quality of Students' Learning				
• Assessments				
4. Curriculum Quality				
5. Staffing, facilities and resources				
• Facilities and resources				
• Health and safety				
6. Partnership with parents				
7. Leadership and Management				
• Leadership				
• Management				

4. CONCLUSION

There is no doubt that 'Gyan Shala' is a very innovative, dynamic and a daring approach to provide quality education for the poor at an affordable cost. It has designed an eclectic curriculum and adopted some of the best teaching practices from across the globe. It has shown that good results can be obtained with consistent effort and the right approach. It believes in simplicity and small size when it comes to teaching.

The endeavour is truly daring because it has withstood the test of time and faced many challenges and grown over the years from ten centres to 343 centres. Today Gyan Shala is

reaching out to other states of the country. The vision for Gyan Shala was established more as a solution to the problem of inequity and difficulty in accessing quality education by the underprivileged sections of society.

No system that is so large and innovative can sustain itself without challenges. So also Gyan Shala has some inconsistencies in its systems and practices that are impacting the students learning outcomes which, if addressed, can take the program to greater heights. Ten key challenges are listed below:

(i) Students' attainment is inconsistent within the subjects and across the grades;
(ii) There is a discrepancy between good results and low attendance. Good results are observed despite poor attendance which is in contrast to school systems;
(iii) The system does not provide standardised tests to analyse trends in student attainment and track their progress over a period of time;
(iv) Assessment data is not used effectively to make decisions for continuous improvement of teaching and learning;
(v) Centralised planning and administration curbs the innate potential of the teachers' creativity and involvement;
(vi) The blend in the curriculum does not focus on all-round development of the students;
(vii) The facilities in the centres are meagre and just appropriate to fulfil basic needs of the students;
(viii) The parent body is not represented in the decision making process at the top level;
(ix) Stakeholders are not engaged in the self-evaluation process though there are external assessments; and
(x) The vision and larger purpose of Gyan Shala has not percolated sufficiently to all the stakeholders in the system.

In summary:

The Gyan Shala system of education has been successful in providing an acceptable quality of education to a large number of children at an affordable cost. It has also succeeded in providing better quality in comparison with other systems in terms of value for money because of its affordable fee for poor families. However, in so far as provision of quality benchmarking against international standards is concerned, Gyan Shala still has a road to travel and the programme will only be assured that it has attained such standards once the students of Gyan Shala are mainstreamed into good government or private institutions and make a mark for themselves.

5. RECOMMENDATIONS

The Report concludes by providing thirteen specific recommendations under five distinct headings that Gyan Shala could consider for implementation in the future in order to redress these challenges:

(i) Testing and tracking

1. Track students' progress systematically and use the documentation to feed into the teaching and learning process.
2. Track a cohort of Gyan Shala students right from Grade 1 to 7 and beyond until the completion of their school education.
3. Design, develop and maintain a secure, accurate and comprehensive electronic student record system through EMIS to track the overall progress of every student
4. Enrol students to sit for a national or international assessment such as the TIMMS, PISA or SAT to know their students' attainment levels and be able to benchmark them internationally.

(ii) Teaching and professional development

5. Embed teaching practices in the system and expand the teacher's role to include provision of quality of support to students.
6. Include special needs training for all staff to promote and support the individual student's needs and provide more challenging work to the talented students.
7. Provide a more robust CPD for the teachers so that they are able to adopt best practice with an understanding and encourage collegiality and sharing so that they implement the same in word and spirit.
8. Develop a few model centres that cater to the secondary students and offer high quality inputs and send them into premiere institutions both within the country and outside.

(iii) Curriculum and schemes of work

9. Provide a more balanced curriculum to the students at all levels so that the students develop a rounded personality. Include sports and creative subjects and develop cross curricular links.

(iv) Community and partnership

10. Improve the learning environment, hygiene and safety in the centres by engaging the community and providing a more conducive learning environment
11. Involve the large parent community in making a positive contribution to the future of their children, the centres and Gyan Shala as a whole.

(v) Leadership and management

12. Develop leadership at every level and build capacity to implement change, raise standards, conduct rigorous self-evaluation for improvement
13. Set up a Performance Management System in place to ensure delivery of high quality education

APPENDICES

1. Framework of Quality Indicators for Assessment
2. Gradewise Results Analysis
3. Gradewise Attendance

Appendix 1. Framework of quality indicators for Assessment

This document sets out the indicators for the assessment process. The criteria are structured as eight central statements:

1. The standard reached by students in their work
2. Students personal and social development
3. Teaching and Learning
4. The Curriculum
5. The quality and quantity of the accommodation and resources; health and safety
6. Centre's partnership with parents and the community
7. Leadership and management
8. Overall performance of the centres

The choice of indicators is based on research into centre effectiveness which seeks to secure the best possible academic or cognitive outcomes, while also enabling students to thrive in terms of personal development, interpersonal skills and the affective side of human development.

These two key outcomes – progress and personal development – are the measure of school effectiveness and form the basis for the first two sets of indicators. The next five indicators focus on what the research tells us about the most powerful factors determining school effectiveness: purposeful teaching and learning, an appropriate and challenging curriculum, pastoral care and leadership.

The four levels on the scale are defined as follows:

- 4 - Outstanding quality – exceptionally high quality of performance or practice.
- 3- Good quality – the expected level for any institution.
- 2- Acceptable – the minimum level of acceptability. All key aspects of performance and practice should meet or exceed this level.
- 1- Unsatisfactory – quality not yet at the level acceptable

The following terms are used consistently throughout the indicators with the following definitions for consistency in quantitative terminology:

TERMINOLOGY	DEFINITION OF EACH TERM
All	100% or very close
Almost all	90% and more
Most	more than three quarters but fewer than 90%
Majority	more than half but fewer than three quarters
Minority	more than 15% but less than half
Few	up to about 15%

Standard 1 : Assessing the academic progress of students

1. The standards reached by students in their work

2. Assessing the extent to which students' language and literacy skills, and their competence in mathematics and project work are sufficient for them to make progress in all areas of the curriculum.

Key aspects

- The levels of knowledge, understanding and skills that students reach, demonstrated in tests and examinations, compared with those of the best centres in the country.
- The trend in students' performance in relevant examinations or tests over the last three years, and the extent to which the classes in the programme are meeting sufficiently challenging targets.
- The progress students make towards the standards expected of them in relation to their level when they entered the programme.

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	In centre based tests and the external examinations used by the centre, most students attain consistently high levels that	In centre based tests and the external examinations used by the centre, most students attain levels that are above	In centre based tests and the external examinations used by the centre, most students attain levels that are in line with	In centre based tests and the external examinations used by the centre, less than three quarters of the students attain levels that are at

	are well above the age-related expectations. In lessons and in their recent work, most students demonstrate consistently high levels of knowledge, skills and understanding that are well above national age-related expectations	the age-related expectations. In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are above international age-related expectations. Attainment in external tests and examinations has been above the age-related expectations or improving over time.	the age-related expectations. In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with national age-related expectations. Attainment in external tests and examinations is consistently in line with age related expectations or varies from year to year.	least in line with the age-related expectations. In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with national age-related expectations. There are significant gaps in students' knowledge and weaknesses in their understanding. Attainment in external tests and examinations varies from year to year or is consistently below age-related expectations.

Standard 2: Students' personal and social development

Key aspects

- The students' attitudes to class and to learning
- The students' behaviour in lessons and around their class
- The students' rate of attendance in class

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	Students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. They always arrive at the centre and to lessons on time. Attendance for each term is at least 98%.	Good behavior and relationships prevail throughout the centre. Students exercise self control. Almost all students arrive in time for lessons and at the start of the day. Attendance for each term is at least 96%.	Behaviour and relationships are acceptable. Rules are respected. The centre is orderly and safe. All but a few arrive in time for lessons and at the start of the day. Attendance for each term is at least 92%.	The poor behaviour of a few students disrupts lessons and/or causes difficulties around the centre. Attendance for each term is less than 92%.

Standard 3: Teaching and Learning

Key aspects

- The Academic Teams' knowledge of their subjects and how they are learned
- The extent to which the Academic Team plan effectively, with clear learning objectives and suitable teaching strategies that meet the needs of all students, including students with special educational needs
- How well the teaching methods engage the students' interest and encourage and challenge them to do their best
- The extent of students' engagement in and responsibility for their own learning
- The extent to which the students develop the skills and capacity to work independently, interactively and collaboratively
- The extent to which students apply learning to the real world and make connections between areas of learning
- How well do students' critical and higher order thinking; enquiry and research skills develop

- How well the Academic Team use their assessment of the students' work to plan for their needs and help them to make progress and use it as a as part of the teaching and learning processes
- How well the students understand what they are doing, how well they have done and how they can improve
- Quality of feedback, including the marking of written work, and use of assessment data by teachers and students to inform teaching and learning
- Level of teachers' knowledge of their students' strengths and weaknesses

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	Consistently high quality teaching stems from teachers' expert knowledge of their subjects, how to teach them and how students learn. They are constantly guided and coached by the team leaders. Lessons are skillfully planned and timed. Resources are used creatively to enrich learning. Teachers' interactions with students ensure they are always active participants in achieving meaningful and relevant learning.	Almost all teachers know their subjects well, how to teach them and how students learn. Lessons are imaginatively planned and time is used well. Resources are used effectively to enrich learning. Teachers' interactions with students ensure they are active participants in achieving meaningful and	Most teachers know their subjects well, how to teach them and how students learn. Lessons are well planned and timed in most classes. Resources are used appropriately to support learning. Teaching occasionally results in passive student participation. The development of enquiry and critical thinking skills is in consistent.	More than a few teachers are insecure in their subjects and/or how to teach them. Lessons are poorly planned in most classes. Resources are not used appropriately to support learning. Teaching regularly results in passive student participation. Teaching strategies

	The development of enquiry and critical thinking skills is a consistent feature of practice. Teaching strategies successfully meet the individual needs of all students.	relevant learning. The development of enquiry and critical thinking skills is a priority. Teaching strategies are designed to meet the individual needs of all students.	Teaching strategies address the needs of most students.	fail to address the needs of most students.

Standard 4: The Curriculum

Key aspects

- The extent to which the curriculum provides worthwhile experiences that cater for the interests, aptitudes and particular needs of the students, so that they all have an equal opportunity to participate and make progress in their learning
- How fully the Centre satisfies the requirements of its chosen "declared" curriculum
- How well the curriculum provides for students who have special educational needs
- How well the Centre guides and prepares the students for subsequent stages of education or employment
- How well does the curriculum provide Breadth and balance; Continuity and progression
- How well does the curriculum promote Cross-curricular links and extra-curricular activities as well as links with the community and local environment

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	The curriculum has a clear rationale. It is relevant, broad, balanced and challenging. There is evident progression and choice in learning for all students. The curriculum is	The curriculum has a clear rationale. It is broad, balanced and challenging. Progression is planned and there is some choice in learning for almost all students. The curriculum is	The curriculum is soundly planned, broad and balanced. There are no significant gaps in content but there may be limited choice for certain groups of students. The curriculum is reviewed from	The curriculum rationale is unclear and is mostly dictated by the text books. There is discontinuity in the curriculum in some subjects from year to year and significant gaps in content. It is neither

	reviewed regularly and systematically. Transitions between sections and phases ensure that all students are well prepared for the next stage of education. Cross curricular Links are promoted and extensive extracurricular Activities are available. Regular planned opportunities exist for students to learn within the community and local environment or beyond.	reviewed annually to ensure all students' needs are met. Transitions between sections and across centres ensure that most students are well prepared for the next stage of education. Cross curricular links and extra-curricular activities enhance learning. There are regular opportunities for students to learn within the community and local environment.	time to time. Plans exist to promote progression and cross-curricular links are evident across a limited range of contexts. Extracurricular Activities exist but are limited in range. There are a few opportunities for students to learn within the community and local environment or beyond.	broad nor balanced. There is no systematic review of the curriculum to ensure that learners' needs are met. There are limited extra-curricular activities and few opportunities to learn beyond the classroom.

Standard 5: The quality and quantity of accommodation, resources, health and safety

Key aspects

- The sufficiency of appropriately qualified and experienced teaching and support staff to meet the needs of all students, including the gifted and those with learning difficulties
- The quality and sufficiency of accommodation to allow the curriculum to be taught effectively to all the students
- The quality and sufficiency of learning resources to allow the curriculum to be taught effectively to all the students
- The extent to which the centres promote a healthy lifestyle for the students

- The provision of arrangements to ensure health, safety and security in the centre including suitability of premises and facilities
- Provision for the care and welfare of students including child protection with suitable supervisory policies

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	The centre consistently and in all respects provides a fully safe, hygienic and secure environment for students and staff. The centre and the available resources are maintained in excellent condition. Excellent supervision of students prevails at all times. All staff and students are aware of child protection arrangements.	Frequent thorough checks are made and acted upon to make sure that a safe environment is maintained. The centre is maintained well and kept in a good state of repair. The students are well supervised in classrooms, play area , as they move round the centre. Most staff and students are aware of child protection arrangements.	Requirements for maintaining the health and safety of students are met. The centre is secure, safe, in sound repair, well maintained and clean. Students are kept safe throughout the day and accidents are rare. The majority of staff and students are aware of child protection arrangements.	Policies for health and safety are poorly implemented. Health and safety checks are irregular and not rigorous. The centre building is unsafe and/or unhygienic. Supervisory practices are weak. Arrangements for child protection may exist but these are not widely known.

Standard 6: Partnership with parents and the community

Key aspects

- The quality of the information that all parents receive about the Centre, and particularly about students' standards and progress

- The extent to which the Centre seeks, values and acts on parents' views
- The extent to which the Centre's partnership with parents contributes to the students' learning in class and at home
- The extent to which the Centre does all it can to ensure satisfaction and deals effectively with any concerns and complaints
- The extent to which the Centre provides a resource for, and draws from, the community

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	There are productive links with parents, which help improve their children's learning and raise standards. Both centre and community benefit from strong and extensive centre parent partnership.	The centre has productive links with parents, which strengthen students' learning and contribute to good standards. Relevant links with the wider community, including impact positively on the educational experiences of all students.	There are some established links with parents, which support students' progress and personal development. There are some productive links with the local community.	The centre does not have sufficient links with parents, from which students would benefit. The centre has no effective links with community.

Standard 7: Leadership and management

Key aspects

- Leadership qualities – understand the strengths and weaknesses of the programme and help shape its vision and direction
- Professional competence and commitment
- Development of relationships, teams and leaders at all levels with a clear understanding of their respective roles and responsibilities
- Processes for centre self-evaluation
- Monitoring and evaluation of the centre's performance, including teaching and learning
- Run a programme where all students are treated equally and given full access to the curriculum, and, in which each individual matters

	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	Leadership and management are good or better in all respects and dedicated to high standards. Leaders set a clear direction and empower the teachers. There is a clear focus in the centre on consultation and collegiate working and this secures high levels of commitment from staff. The centre is successful in creating an ethos of collective responsibility and	Leadership and management provide a clear sense of direction. Senior staff focus strongly on raising standards. The staff team shares common purpose and vision. Leaders share responsibilities with middle managers and staff as necessary. Effective teams are evident in many areas of the centre and they are accountable for ensuring quality outcomes.	Leadership and management are satisfactory overall. Leaders are competent and committed. The roles of leaders are defined. Some members of staff, other than senior leaders, have defined roles and responsibilities. Most of the staff show a strong commitment to the ethos of the centre, its values and success. Performance management arrangements are in place, but they	Leadership and management exert little positive influence over the way the centre works. Leaders pay insufficient attention to, and have little impact on standards. Leadership and all decision making resides wholly with the principal. Teams and staff are underdeveloped and there is no plan for professional development. There is no commitment to or leadership of

	mutual support. Effective performance management arrangements help the centre to evaluate accurately and address the professional needs of staff and fulfill the aims of the centre. Leaders are observant and perceptive, with the capacity to plan, anticipate and solve problems and further the centre's development. Systematic and rigorous self evaluation is embedded in the centre's improvement planning and in its practice at all levels. Strategic thinking is clear. Ambitious improvement planning combines	The teams are successful in identifying professional development needs through effective performance management systems. Leaders have the capacity to devise practical strategies to secure further improvement. Through effective self-evaluation, which takes into account the views of parents, centre leaders know their centre well. They use the outcomes to plan and take effective action promptly to make necessary improvements.	may not sufficiently inform professional development. The centre analyses its performance and uses the results to inform change. Leaders are not complacent and they are aware that further improvements can be made. They demonstrate the capacity to make required improvements. The centre's priorities are based on sound analysis of its performance. The work of the centre is monitored, including the performance of staff and students, and actions are taken.	change. The centre is only reactive to external demands and merely repeats routines from year to year with little acknowledgement of the need for improvement or change. Leaders may be complacent, insecure or insular, and their capacity to improve the centre is limited. 50 poorly developed so managers do not have a realistic view of the centre's strengths and weaknesses. Planning for improvement is not based on realistic priorities

	successfully with achievable goals.			

Standard 8: Overall performance

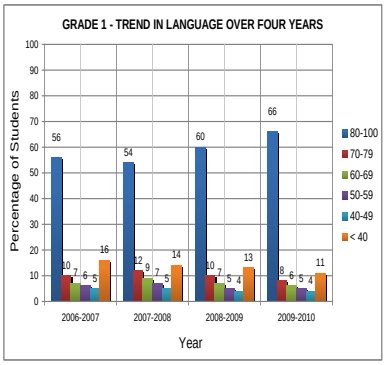
	Outstanding	**Good**	**Acceptable**	**Unsatisfactory**
Brief illustrative descriptions	All key aspects of the centre's work operate highly effectively. There are significant examples of excellent practice. The centre delivers fully on an ambitious set of promises to parents. The attainment and progress of almost all students are at least good across all key subjects. Standards of attainment have been maintained over several years. Through effective and rigorous monitoring of all aspects of centre life, the centre accurately evaluates strengths and areas for development. Effective action leads to continuous improvement. The needs of all students are fully met.	The centre performs effectively in almost all key aspects of its work. The senior staff are capable of leading further improvement. The centre delivers well on all the key aspects of its promise to parents. The attainment and progress of most students are at least good across all key subjects. Self-evaluation arrangements are embedded and accurately identify the main priorities equiring improvement.	The centre performs at an acceptable level although there may be weaknesses in certain aspects of its work. The senior staff are aware of the weaknesses and understand what will be involved in overcoming them. The centre fulfils most aspects of its promise to parents. The attainment and progress of most students are at least in line with expectations. The centre's priorities are based on sound analysis of its performance. The work of the centre is monitored effectively, including the performance of staff	The centre has evident weaknesses. It lacks the capacity to improve significantly without considerable support. The centre does not deliver on key aspects of its promise to parents. More than a few students do not make the progress expected of them and levels of attainment are unsatisfactory in one or more key subjects. Self-evaluation is inadequately developed so managers do not have a realistic view of the centre's strengths and weaknesses. Planning for improvement is not based on realistic priorities. The needs of more

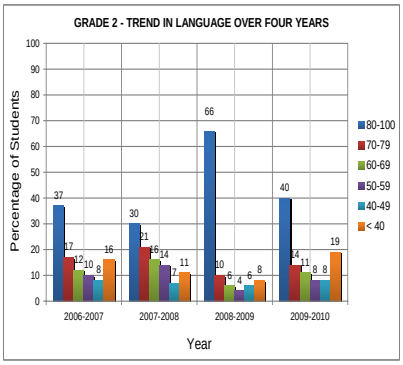
		The needs of almost all students are fully met.	and students, and appropriate actions are taken. The needs of most students are fully met.	than a few students are not fully met.

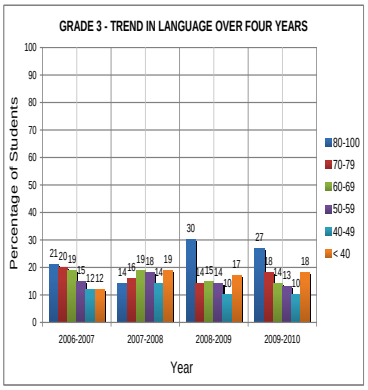
Appendix 2. Grade wise Results Analysis

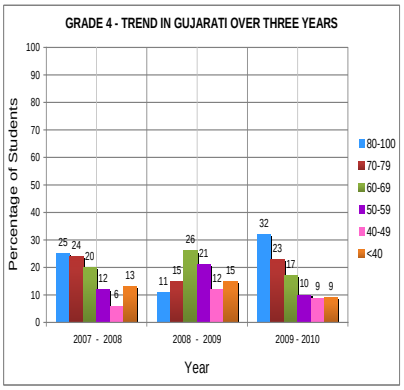
The following results analysis are based on subject wise results furnished by Gyan Shala

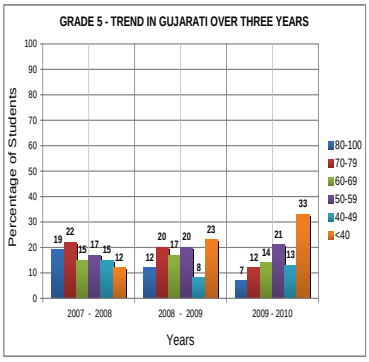
GRADEWISE TRENDS IN ATTAINMENT IN GUJARATI

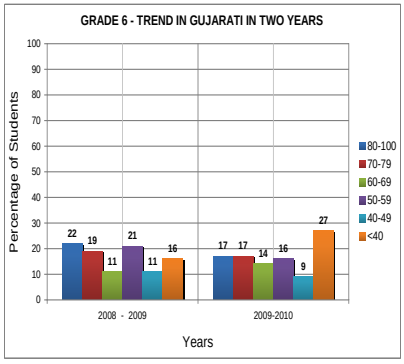


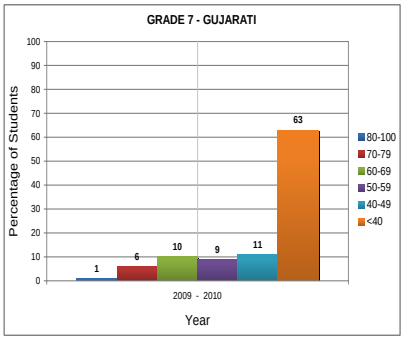












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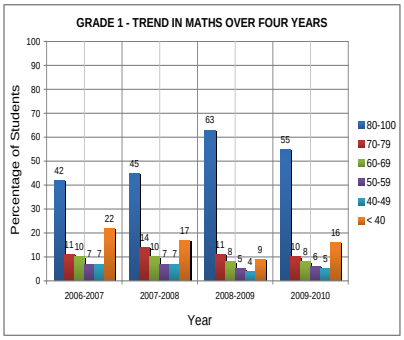

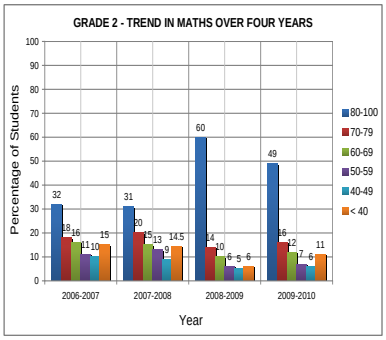

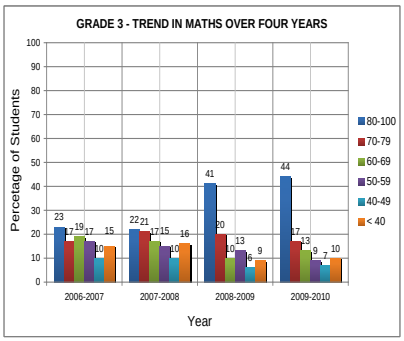

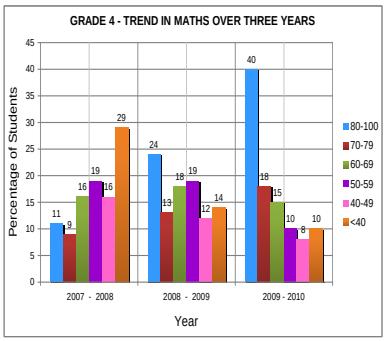

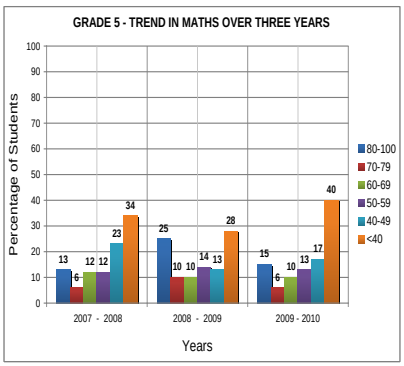

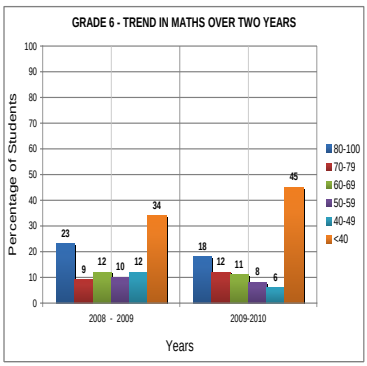

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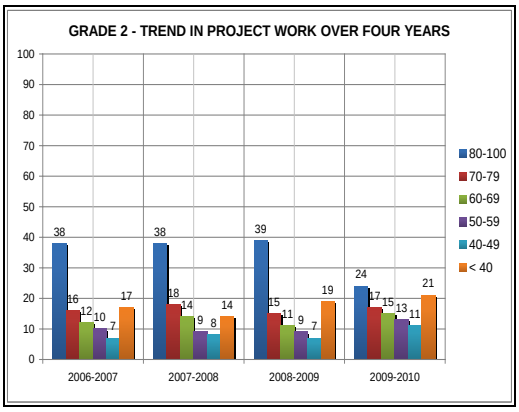

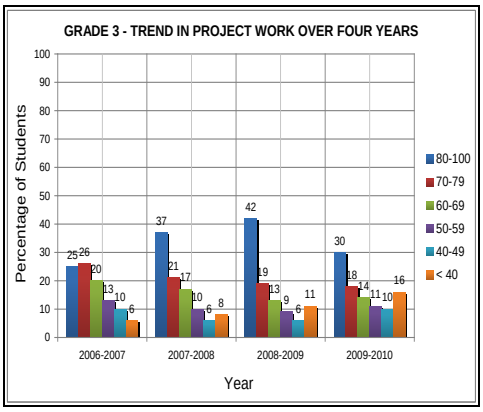

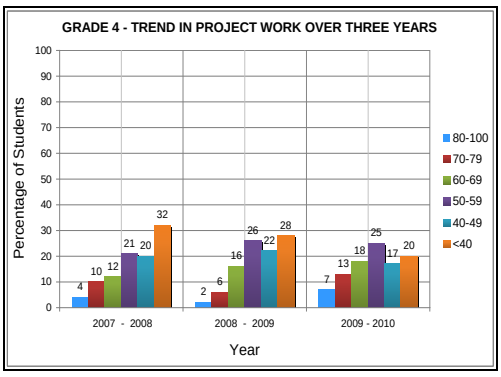

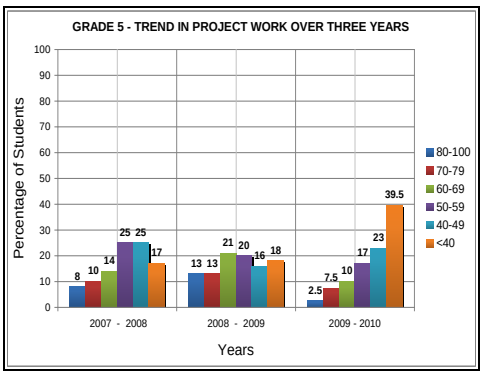

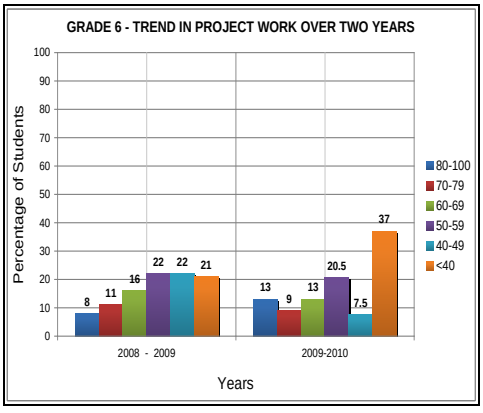

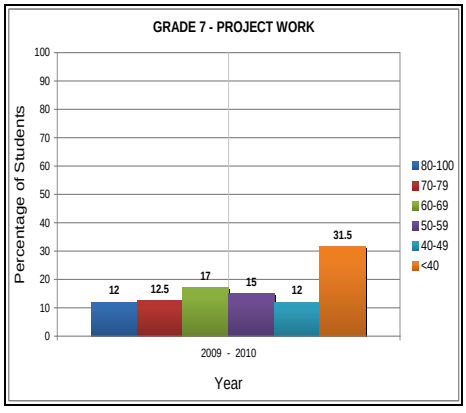

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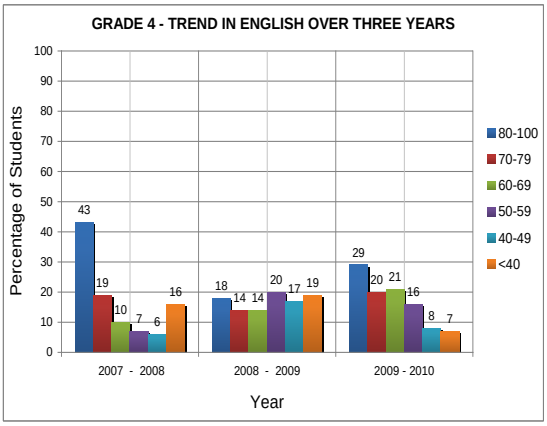

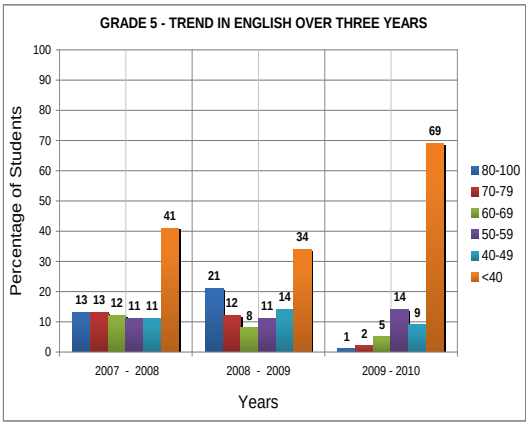

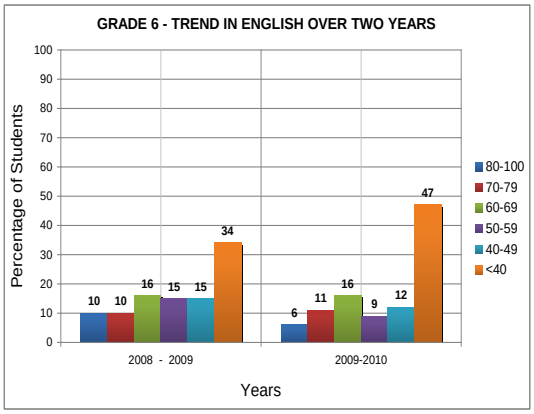

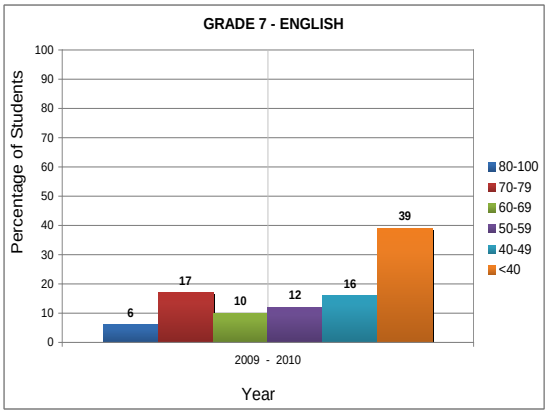

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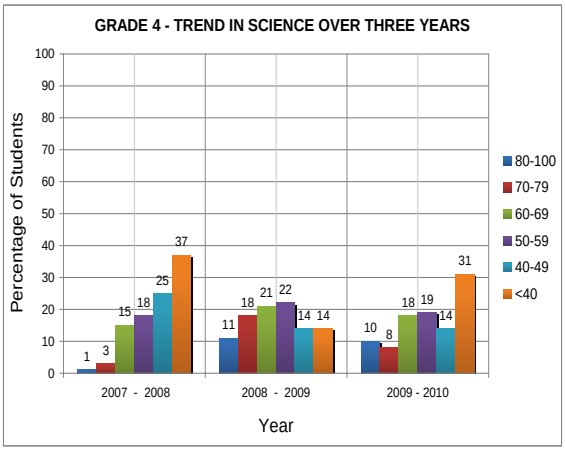
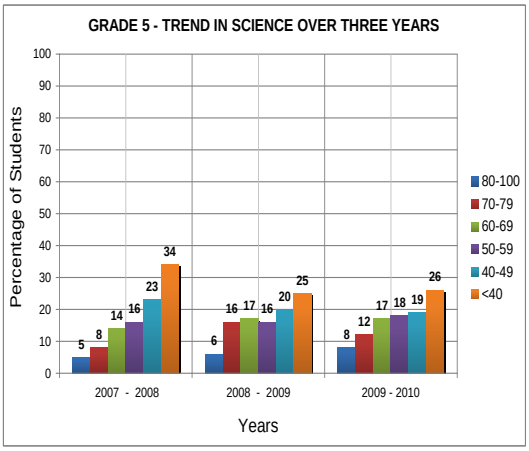
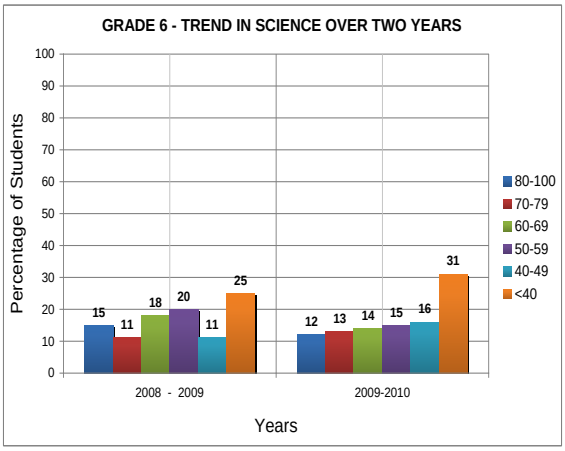
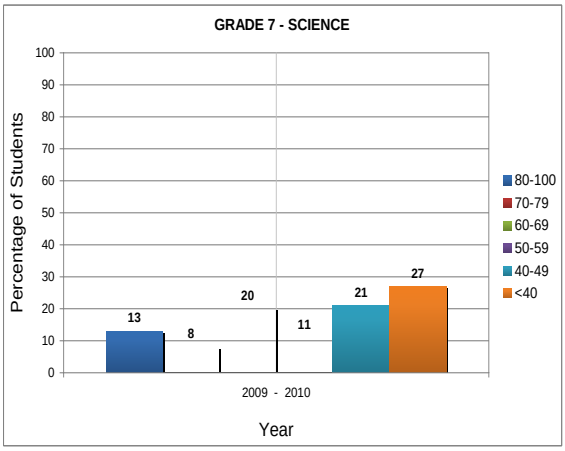






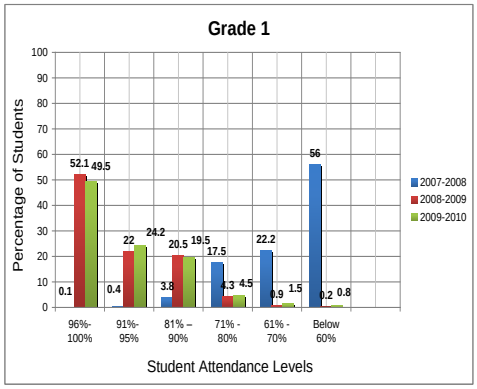


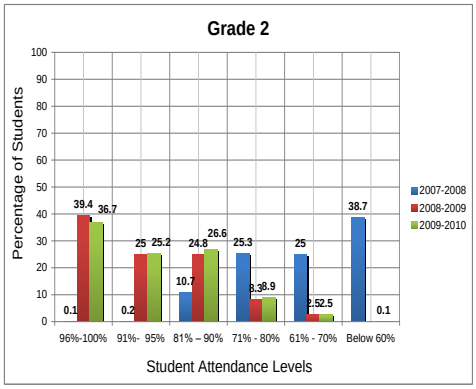
Appendix 3. Grade wise Attendance

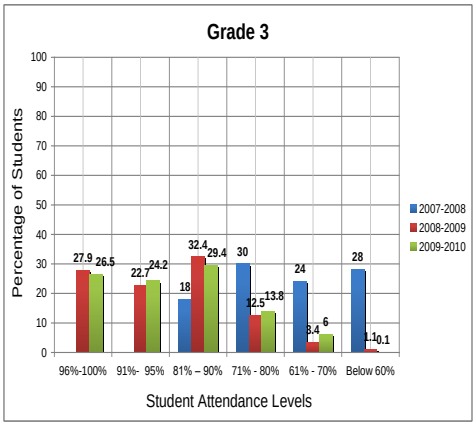
The following results analysis are based on subject wise results furnished by Gyan Shala

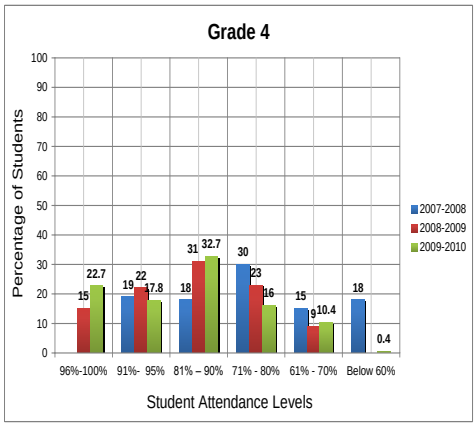
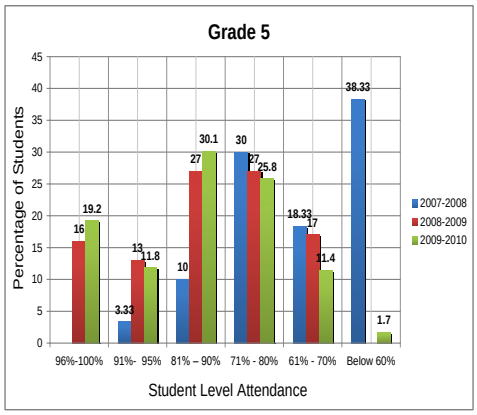
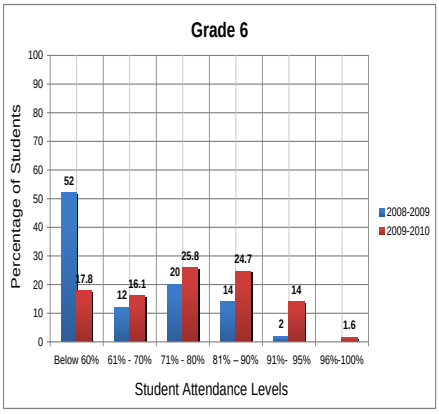
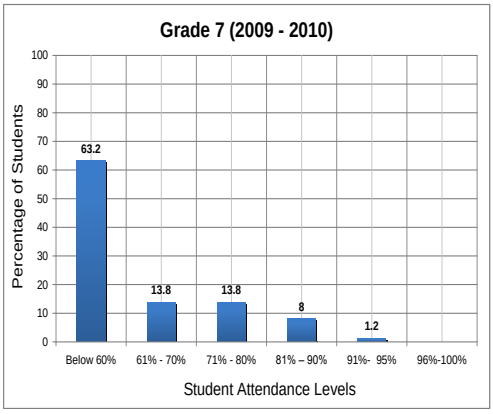
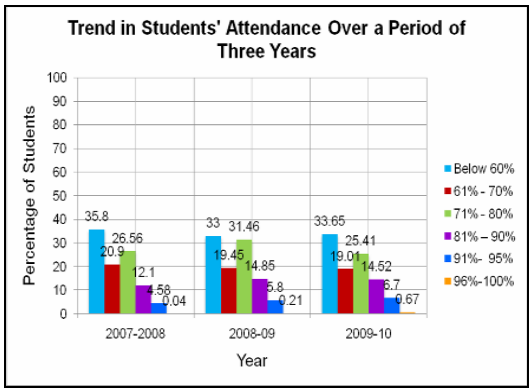
GRADEWISE STUDENT ATTENDANCE

GRADES 1 TO 3







GRADEWISE STUDENT ATTENDANCE

GRADES 4 TO 7 AND OVERALL TREND