



Comparing Gunotsav and Gunotsav 2.0 Programs of Evaluation at Elementary level in Gujarat

Research scholar

Department of Education (CASE)

Department of Education & Psychology

The Maharaja Sayajirao University of Baroda , Vadodara

Email id gangathapa91@gmail.com,

Pro. Sujata Srivastav

Professor (CASE)

Department of Education (CASE)

Department of Education & Psychology

The Maharaja Sayajirao University of Baroda , Vadodara

Abstract

The Gunotsav program started as a major initiative for quality measurement which aimed to bring awareness of quality among stakeholders which included school functionaries, parents and communities through mass assessment of students with a view to evaluate performance of teachers and schools. With the passage of time the modified version of Gunotsav which is called Gunotsav 2.0 came into existence with a purpose to accredit schools and move from product to procedure of teaching-learning considering comprehensive standards of evaluation of teaching practice, co-curricular and administrative activities. This paper is an attempt to compare both versions of Gunotsav for the better understanding of the practice.

Keywords – Gunotsav, Gunotsav 2.0, Elementary level

Comparing Gunotsav and Gunotsav 2.0 Programs of Evaluation at Elementary level in Gujarat

Ganga Thapa

Department of Education (CASE)
Department of Education & Psychology
The Maharaja Sayajirao University of Baroda , Vadodara
Email id gangathapa91@gmail.com,

Pro. Sujata Srivastav

Professor (CASE)
Department of Education (CASE)
Department of Education & Psychology
The Maharaja Sayajirao University of Baroda , Vadodara

Introduction

Quality education has paramount importance as it is major indicator of human resource development. The quest for quality education has been going on for a long time. In Gujarat, constant efforts have been made in the form of Pragna project, Bala project, Gyankunj project, Kanya Kelavni, Gunotsav program for quality enhancement of elementary education. The teachers and administrators at all levels form pillars for quality education. If a teacher is strengthened, the education system automatically strengthens. The National Curriculum Framework (2005) states that learning takes place within a web of social relationships as teachers and pupils interact both formally and informally.”

Effective teachers have to play a vital role for quality learning and quality of teachers greatly depend on the means deployed for selection, procedure used for training and strategies adopted for ensuring quality. The quality of teachers is one of the crucial factors that determine the quality of education. The role of an administrator along with the teachers is pivotal to ensure the quality of education of his own institute and he/she must take corrective measures timely where and when needed. The Verma committee report (2012) states “It is felt that teacher audit followed by required corrective measure would lead to improvement in teacher effectiveness which, in turn, would enhance the effectiveness of schools”. Presently the focus needs to be shifted from developing mere infrastructure to building a healthy, nurturing school culture in an open school climate to promote learning not only for students but also for teachers. To sustain quality of education following corrective measures, the system of teacher evaluation brings in awareness to foster improvement of the institute and requirement of school. Gunotsav in elementary education is an initiative taken by the Gujarat government towards quality

enhancement bringing awareness about quality among school functionaries and society with a focus on teacher evaluation. All the government schools managed by Zilla Panchayat Shikshan Samiti, Nagar Shikshan Samiti as well as Eklavya Model Residential Schools and Ashramshalas are evaluated by the Gunotsav programs. Gunotsav 2.0 is an updated version of school assessment to accredit school and provide corrective measures to the school functionaries through teacher evaluation in order to improve school education.

Need of Evaluation System for Quality Enhancement

Sarva Shiksha Abhiyan which is now subsumed under Samagra Shiksha Abhiyan had three major goals at the elementary stage i.e., access, retention, and quality of education. After major achievement in access and retention the focus has shifted to quality education in elementary education. The teacher is vital in improving the teaching learning process. In this regard, Zarro's (2005) study strongly supported the concept that quality professional development and a healthy school culture are catalysts for improving classroom instruction and student learning. The National policy on Education (1986) advocated the need for a more reliable and an open system of teacher appraisal to link teacher's performance with accountability at all level. National Curriculum Framework (2000) recommended design appraisal system. There is continuous monitoring and introduction of corrective and remedial and enrichment measures in implementation of curricular transaction through educational management at all level. According to the National Curriculum Framework (2005) "the monitoring system put in place must be carefully analysed in relation to its objectives and the norms and practices that are to be institutionalized to achieve objectives. It must provide for sustained interaction within individual schools in terms of teaching- learning processes within the classroom context." In Gujarat, there is a programme like Gunotsav for monitoring and assessment of school and teaching practice of teachers.

Gunotsav is a mass assessment process that focuses on the evaluation of "quality education" and reviews utilization of basic facilities' in schools (Good Practices & New Initiatives for Education in Gujarat, 2013). The word Gunotsav means celebration of quality. It is a Gujarat government initiative program for enhancement of quality of elementary education which began in 2009. The purpose of the programme is to bring awareness for quality in education field by providing evaluation report of performance of schools and teachers showing the position where they stand and what are needed to bring in change. In 2013, a child tracking system based on learning outcomes has been launched. It ensures the data of learning of every

student with assigned unique child Identification (UID). The follow up work could be done taking care of each student by teachers.

Objectives of Gunotsav

Gunotsav is an attempt towards strengthening the quality of learning. The major objectives of Gunotsav are the following (Good Practices & New Initiatives for Education in Gujarat, 2013).

1. To bring awareness among teachers, students, administrators, and the society for quality education.
2. To ensure the enhancement of reading, writing and numerical skills for all children studying in primary schools (Std 2 to 8).
3. To ensure the enhancement of subject knowledge for all children studying in upper primary sections (Std 6 to 8).
4. To assess quality-based classroom teaching -learning processes followed in schools.
5. To address gaps in achieving learning outcomes and to acknowledge achievement.
6. To track the children based on learning outcome levels and identify focus area for remedial action
7. To build an environment of accountability - for an outcome-oriented performance at all levels across scholastic, co-scholastic outcomes and stakeholder participation.
8. To create local level ownership for improved outcomes and motivate stakeholders for better outcomes.

The Gunotsav Programme: Some Issues

Eight Gunotsav have been conducted in elementary schools of Gujarat from the year 2009 to 2018. It was conducted once in a year on mission mode on fixed dates within three days. It is also found Gunotsav was irregular in the sense that it was conducted sometimes in the end of first semester and sometimes at beginning or middle or at the end of second semester. This was due to any government program or code of conduct for election where the involvement of government functionaries-politician and officers were required. In the Gunotsav program, the date of Gunotsav was declared in advance. However, the declaration of selection of school for external evaluation was done a day or two days in advance. So, every school had enough preparation to perform well.

The evaluation was conducted in two phases; first was self-evaluation and second was external evaluation. As Gunotsav is an assessment program of 3 days and there are about 32,463 government elementary schools all over Gujarat, it was not possible to conduct external evaluation under Gunotsav in every school. Every year 25% to 30% schools were selected considering the criteria of Gunotsav for school selection. For instance, selection of those school where Gunotsav has not been done, ashram schools, schools with lower grade or higher grade were done. The criteria differed every year. Resultantly, all the schools do not get selected under this program and may even have to wait for 4-5 years. On the other hand, there are some schools that often get selected. In the self-evaluation - phase of Gunotsav teachers conducted assessment of students and filled the data- sheets pertaining to different dimensions like reading, writing and arithmetic ability of learners. There might occur a problem of subjectivity depending on the teachers and schools. With the number of schools' grades differing greatly between how internal evaluators and external evaluators assess them, based on academic and non-academic parameters (Sharma,2019). Every school should evaluate honestly and is insisted by the government too.

The purpose of Gunotsav was to bring awareness about quality of education among students, teachers, and society. The quality of education can improve through the evaluation of teachers through student assessment. It was observed that it was not just a programme which includes education related official or resource persons, but involves the government machinery including ministers, bureaucrats, principals of secondary, higher secondary and awardee teachers. Therefore, it was found that inclusion of all becomes difficult and sometimes a hindrance especially at the time of elections, or mega government events and the Gunotsav programme was not conducted on a regular, fixed time. Sometimes it was conducted at the end of 1st semester or at the beginning or middle or at the end of 2nd semester. It was understandable if there were only basic skills of reading, writing or arithmetic but the programme also considers the subject knowledge of std. 6 to 8 based on learning outcomes. The syllabus of every semester is different. There was a need of consistency in time so that teachers and students both feel that the program is conducted on time.

In the Gunotsav program, a positive aspect was that the whole government machinery stayed focused on education during the three program days. In Gunotsav for external evaluation, the evaluator came from various fields such as governance, public administration, politician, award winner teachers, secondary school principals. Sometime teachers felt that the person who belongs to the field of education especially elementary schools can better understand the school

condition than any other person and guide the stakeholders accordingly. Trivedi (2015) reflected “Assigned officer doesn’t reach to teacher’s view but they give true guidance, solution and give real reasons to officer of education department then its real Gunotsav”. A person for the Gunotsav assessment can understand the teachers’ views as well as have in-depth knowledge and skills required at the elementary level to assess the students.

Till Gunotsav eight, teachers’ evaluation was done on the basis of students’ performance considering foundational literacy and numeracy i.e., reading, writing and arithmetic skill of std. two to eight students, as well as expected learning outcomes of std. 6 to 8 students. This was done on the basis of multiple-choice questions from five subjects such as Language, Maths, Science, Social Science and English. It is students’ performance centric evaluation where attention is paid to the result. Based on the students’ performance as well as the administrative aspects the teacher and school’s evaluation were done and the grade to school and teachers were assigned. It was also found that the pressure of students’ performance was on the teachers whether students could answer or not. Gunotsav was an attempt to get a holistic picture of school effectiveness by evaluating students directly and there-by evaluating teachers. The teachers understood where there was a need to work to improve their quality and therefore improving the quality of education. There is no direct observation of teaching practice.

The continuous attempts of Gunotsav, made it possible to make the progress report of every child and conduct remedial teaching due to child tracking. However, there were also issues related to data entry because data entry was done in bulk and not by teachers. Sometimes, it so happened that those students who had performed well also found their names in the remedial class of basic skills as students were taken based on the data of the last Gunotsav. There is a potential danger that these errors due to data entry affect the grade of teachers as well as the school too. Besides this, the preparation of result of all schools takes too much time varying from 5 to 6 months. Therefore, a delay in remedial work guidance for teachers affecting school improvement was found.

It was found that several of the issues pertaining to Gunotsav were taken care of in Gunotsav 2.0, the new version.

Gunotsav 2.0

Gunotsav 2.0 is a school accreditation program conducted by officially appointed school Inspectors under Gujarat School Quality Accreditation Council established in 2010 collaboration with Reach to Teach institute at London to follow their best practices for

EduInspire-An International E-Journal

Standardization in Education. The purposes of the program are to evaluate school on established standards, to identify domain which needs improvement and to provide aid to school. The Gunotsav program was found successful to a large extent, but the result reflected in the surveys of National Achievement survey and Annual Status of Education Report every year on learning outcomes pointed towards the need for strengthening Gunotsav updating it to Gunotsav 2.0. The Gunotsav 2.0 started in 2019.

The earlier version of Gunotsav was conducted once in a year and the date of Gunotsav was declared in advance. But only declaration of school selected for external evaluation was done a day or two days in advance. However, in Gunotsav 2.0, as Rao (2019) stated “unlike once a year and a mix of external and internal evaluation, the evaluation process has been changed to 100 per cent external evaluation, which will be conducted throughout the academic session where every school would be evaluated twice; once in each semester.” As earlier it is not a procedure of one day but days of program. Gunotsav 2.0 is based on strength of students of school. The schools are divided into three categories such as X, Y, Z. The X type school comprises 300 or more students. Y type school has 101 to 300 students and Z type school has up to 100 students. In X category school, if students are more than 500, three school inspectors assess in two days. If schools are in the X category, one school inspector visits school for two days. If the school falls under Z category and school has 51 to 100 students, there is a one-day visit of one School Inspector and if strength is 50 or less than 50, there is a visit of half -day by school inspector.

The earlier version of Gunotsav was an annual program of one- day evaluation of teachers and schools but Gunotsav 2.0 aims to observe daily teaching- learning of every activity as normally done in the absence of school inspector in schools instead of evaluating the students only. The teachers are also evaluated on the basis of the various tasks they perform. In the evening, after school time the School Inspector declares the school name selected by the Gujarat School Quality Accreditation Council for his next day visit and informs to the school Head Teacher. The purpose is that the school functionaries should always get ready to provide quality education to the students. It sends the message to the school that the Gunotsav program is not conducted on one day but work has to be done constantly every day as preparation for the Gunotsav program This makes the teachers aware of their own duties and intentions to perform well every time.

The earlier version of Gunotsav was more learner -centric and put emphasis on assessment of students for teacher evaluation but now the focus in Gunotsav 2.0 is shifted from merely the

product to the process too. The periodical tests are conducted every Saturday and the data entry of its marks along with the data entry of two semester exams marks is done regularly. The data of student achievement is available online filled by the teachers carefully. The data is important, and it is also part of Gunotsav 2.0. In this program the teaching –learning process is observed carefully which was missing in the earlier version. It would be helpful to find out the reasons of gaps between actual performance and targeted performance of teachers and would be possible to provide feedback and training accordingly. The important element of evaluation i.e., classroom observation gets importance in Gunotsav 2.0. The teaching and learning standards are given 54% weightage under which effective environment and teaching learning process are given 15%, 15% weightage, respectively. Besides this actual classroom observation, artifacts including daily plan, periodical test booklet, answer sheets of exams, attendance, online marks entry, SCE i.e., school based comprehensive evaluation sheets – patrak A to patrak E, projects are checked and verified. The teachers are observed with a purpose to understand that they are following instructions effectively according to the in-service training imparted to them earlier. Gunotsav 2.0 becomes more scientific which comprises of four main domains, 15 sub domains, 61 standards related student’s regular performance in unit test, exam as well as teacher’s performance too to seek quality enhancement in academic aspect rather than on the spot assessment of students done in the earlier version of Gunotsav. In Gunotsav 2.0 the School Inspector conducts pre-meeting for explanation of process and post -meeting for feedback. It is a continuous process to evaluate the teaching-learning process, providing feedback, hand holding and re-evaluation. The timely follow up work is possible in this program.

In the earlier version of Gunotsav the external evaluators belonged to various fields and might not be expert in education, however, in Gunotsav 2.0 there are school inspectors appointed by government who are from elementary schools and who are either teachers or head teachers. They are not selected based on seniority but selected after completing the three layers of procedure of appointment such as qualifying elimination test (150 marks objective type test), main exam (75 marks descriptive test) and observation and workshop (for observation and evaluation competencies checking). They are given adequate training before they are sent to the schools. The evaluation is done scientifically and objectively. One can get a clear picture of the field activities, effective feedback can be given and according to this data, further future planning is possible. There is also a provision of follow -up, visit of poor performing schools by school inspector more than twice in a year. For effectiveness of this program, not only the

inspectors but also every teacher is given training on Digital Infrastructure for Knowledge Sharing (DIKSHA). It helps them to understand the program as well as know how to be evaluated by this process. Besides the training of school Inspector as well as teachers, the code of conduct is decided for the school inspectors. This includes avoiding lunch/transportation facilities offered by the school and to avoid influence of school on assessment. The real ground level data can be available which is helpful to decide accountability as well as helpful in future educational planning.

In the earlier version of Gunotsav data was filled up after Gunotsav and by other personnel rather than the evaluator. It took time to get the result. The Gunotsav 2.0 has appointed about 150 school inspectors all over Gujarat and are equipped with GPS-enabled tablets which helps them evaluate schools and enter the data online immediately without any delay during the Gunotsav 2.0 duration. The combination of data filled by teachers and school inspectors will give the grade of schools. Therefore, the teachers understand what they need to improve next time for Gunotsav 2.0. It becomes a continuous process of assessment, remedy, and re-assessment. In the earlier version the data was not submitted immediately and often delays could be experienced. The teachers had to wait for the next round of Gunotsav to get their feedback and implement corrective measures.

Conclusion

The Gunotsav program in Gujarat brought awareness for quality amongst all stakeholders like principal, teachers and the community at large. It evaluated the performance of teachers by assessing the learners and the school facilities on limited parameters. The Gunotsav 2.0 is an attempt to assess school effectiveness in general with an emphasis on teacher effectiveness. Gunotsav 2.0 is an updated version of Gunotsav which is comprehensive in nature taking care of all issues found in the earlier version. Gunotsav 2.0 makes it possible to monitor learning outcomes of each student. There is no doubt that the teacher competencies will be enhanced and teacher training needs will be identified as a result of Gunotsav 2.0.

References:

Good Practices & New Initiatives for Education in Gujarat (2013). Gandhinagar: Education Department.

National Curriculum Framework for School Education (2000). New Delhi: National Council of Educational Research and Training.

EduInspire-An International E-Journal

National Curriculum Framework for School Education (2005). New Delhi: National Council of Educational Research and Training.

Rao (2019). Sharma, R (2019). Disparities seen in grading of govt schools under Gunotsav.

In Retrieved from <https://indianexpress.com/article/cities/ahmedabad/disparities-seen-in-grading-of-govt-schools-under-gunotsav-6059712/>

Sharma, R (2019). Disparities seen in grading of govt schools under Gunotsav.

<https://indianexpress.com/article/cities/ahmedabad/disparities-seen-in-grading-of-govt-schools-under-gunotsav-6059712/>

Trivedi (2015). Views of Teachers, Principals and CRC on 'GUNOTSAV' in Primary Schools. In *International Journal of Research in Humanities & Soc. Sciences* volu.3 issue 9. Mahesana: RAMIJ.

Vision of Teacher Education in India Quality and Regulatory Perspective: Report of High powered Commission on Teacher Education constituted by the Hon'ble Supreme court of India (2012). New Delhi: Ministry of Human Resource Development.

Zarro, J. D. (2005). *The impact of teacher evaluation on teacher practice: A case study*.

Retrieved from <https://search.proquest.com/docview/305423405?accountid=144497>.

Paper Received	: 10 th September, 2020
Paper Reviewed	: 16 th December, 2020
Paper Published	: 1 st January, 2021