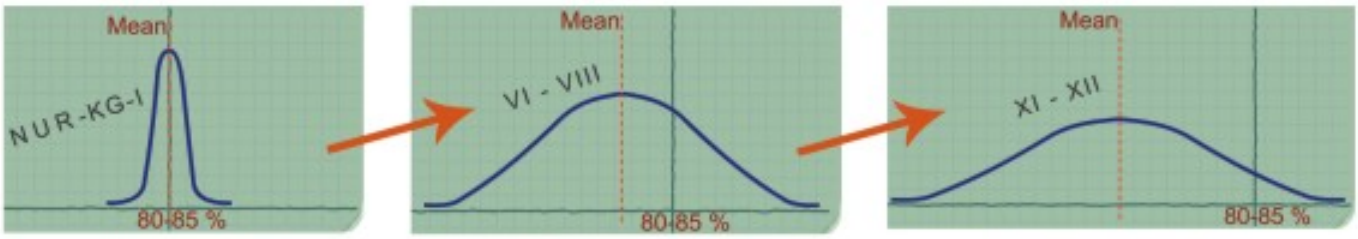
Is your child's school

A GOOD* SCHOOL?

*Guarantee Of Overall Development
(to EVERY student)

Even our 'Best' schools need to be 'Good' because...



High equity in academic achievement

Lower equity in academic achievement.

Very low equity in academic achievement.

Academically, most students regress over the years in school, even in the 'Best' schools.

Weak academic achievement has an inordinately large ill-impact on thinking, confidence, general disposition, values profile, career options of children.

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See things not as they are but as they should be.

Why academic achievement equity is a struggle?

The transition from small, agrarian 'Gurukul Schools' to mass education 'Industrial Society Schools' happened without due structural innovation. A simple calculation exposes it.

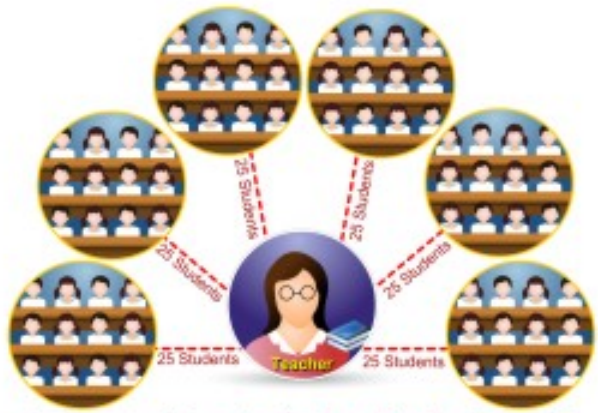
Chapters in Class VIII Science Syllabus		New concepts in the chapter* Sound in Class VIII	
1. Crop Production and Management	10. Reaching the Age of Adolescence	1. Sound as a form of energy.	8. Characteristics of Sound -
2. Microorganisms: Friend and Foe	11. Force and Pressure	2. Sound produced by Humans	9. Audible and Inaudible sounds
3. Synthetic Fibres and Plastics	12. Friction	3. Medium of sound propagation.	10. Sound produced by animals
4. Materials: Metals and Non-Metals	13. Sound	4. Speed of Sound	11. Use of Ultrasonics
5. Coal and Petroleum	14. Chemical Effects of Electric Current	5. Ear, the sense organ for hearing	12. Production of sound - Musical
6. Combustion and Flame	15. Some Natural Phenomena	6. Characteristics of Vibrations	Instruments
7. Conservation of Plants and Animals	16. Light	(Oscillations)	13. Noise pollution and control
8. Cell - Structure and Functions	17. Stars and the Solar System	7. Relation between Frequency and	* New and unique concepts introduced in a given chapter
9. Reproduction in Animals	18. Pollution of Air and Water	Time-Period	

Let's explore the volume of content in the Science syllabus of class VIII

Total no. of chapters = 18

No. of 'new' concepts introduced in a chapter = 10 - 15 (on average - 12)

Total no. of 'new' concepts introduced in Science in class VIII = 18 x 12 = 200



Students taught by a teacher in a 'hi-end' school = 150

Let's explore the volume of 'teaching and assessment task' at level of a teacher

Every teacher has to 'teach' 200 concepts and assess 150 students on each concept

Thus, every teacher must monitor 200 x 150 = 30,000!!!! concept-student pairs

Indeed, for most teachers, the relevant number is 50,000 student-concept pairs.

'Nominal' Report Card	'Real' Report Card
History - 75%	Algebra ≈ Class VII
Math - 70%	Geometry ≈ Class V
Science - 80%	Biology ≈ Class VI
English - 85%	Chemistry ≈ Class VIII
Hindi - 70%	Physics ≈ Class VI
Geography - 80%	Eng. grammar ≈ Class V
Civics - 75%	Written Hindi ≈ Class IV
	History ≈ Class V
	Geography ≈ Class VII

Sample Report Cards of a class VIII student

To top it, educational goals go beyond knowledge of concepts and include -

- Basic application of the concepts
- Curricular goals of the chapters
- Benchmarking for competition

The number of concept-student pairs to be monitored could go up to 2,00,000!!!

Indeed, every teacher is faced with an impossible task of evaluation, reporting and follow-up ('CCE').

Clearly, schools aren't structured for academic equity or excellence.

NOMINAL CLASS* ≠ REAL CLASS# for most students.

*current class of the student # a (previous) class most comfortable for academic transactions for the student

Assuredly integrate creative and academically talented students

Undoing the structural fault of schools – Guaranteeing Academic Achievement of every student!

The oft-quoted symptom of the structural deficiency in schools – 'students are not interested in studies!' But they cannot be interested when they are majorly lagging behind their nominal class; would you be excited about being taught in Latin or Zulu?

Schools will have to ensure personalised, micro, and actionable instruction, assessment, reporting and remedial Samples of

Personalised, micro progress reporting

Chapter name	List of Key Concepts	Student name- Sanjay
Playing with numbers	Factors and multiples	Remedial needed
	Prime factorisation	Remedial needed
	Tests for divisibility	
	Highest common factor (H.C.F)	
	Applications of H.C.F	Remedial needed
	Lowest common factor (L.C.M)	
	Applications of L.C.M	Remedial needed

Actionable remedial, instruction

It must be acknowledged that the increasing academic inequity is despite higher stress levels of school leaders, teachers and more 'blood & sweat' shed by them. Alas, the efforts are misplaced.

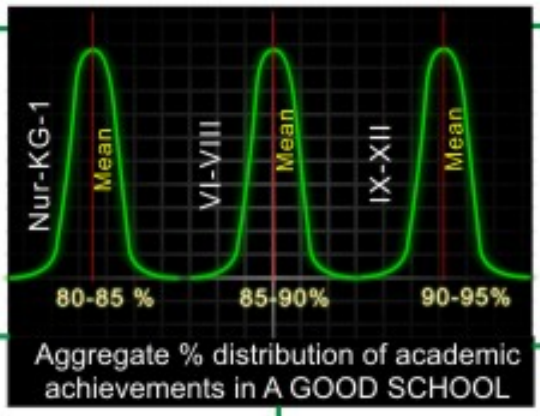
Schools are trying out softer grade-based evaluations, fun-filled activity-based teaching, edutainment such as smart animated classrooms and language labs and iPads in classrooms, colorful books and CDs, promoting holistic development as alternative, but these are only turning out to be very costly experimentation for parents - lost money today and weaker tomorrow for children.

The pupil who is never required to do what he cannot do, never does what he can do.

Why overall development of every student is such a rarity?

High academic equity shall provide the time critical for students to invest in personal and creative development at home and for the teachers to focus on value education in schools.

Self- learning &
Peer Learning Capability



Aggregate % distribution of academic achievements in A GOOD SCHOOL

Free time to read
at home

Tuition-free homes

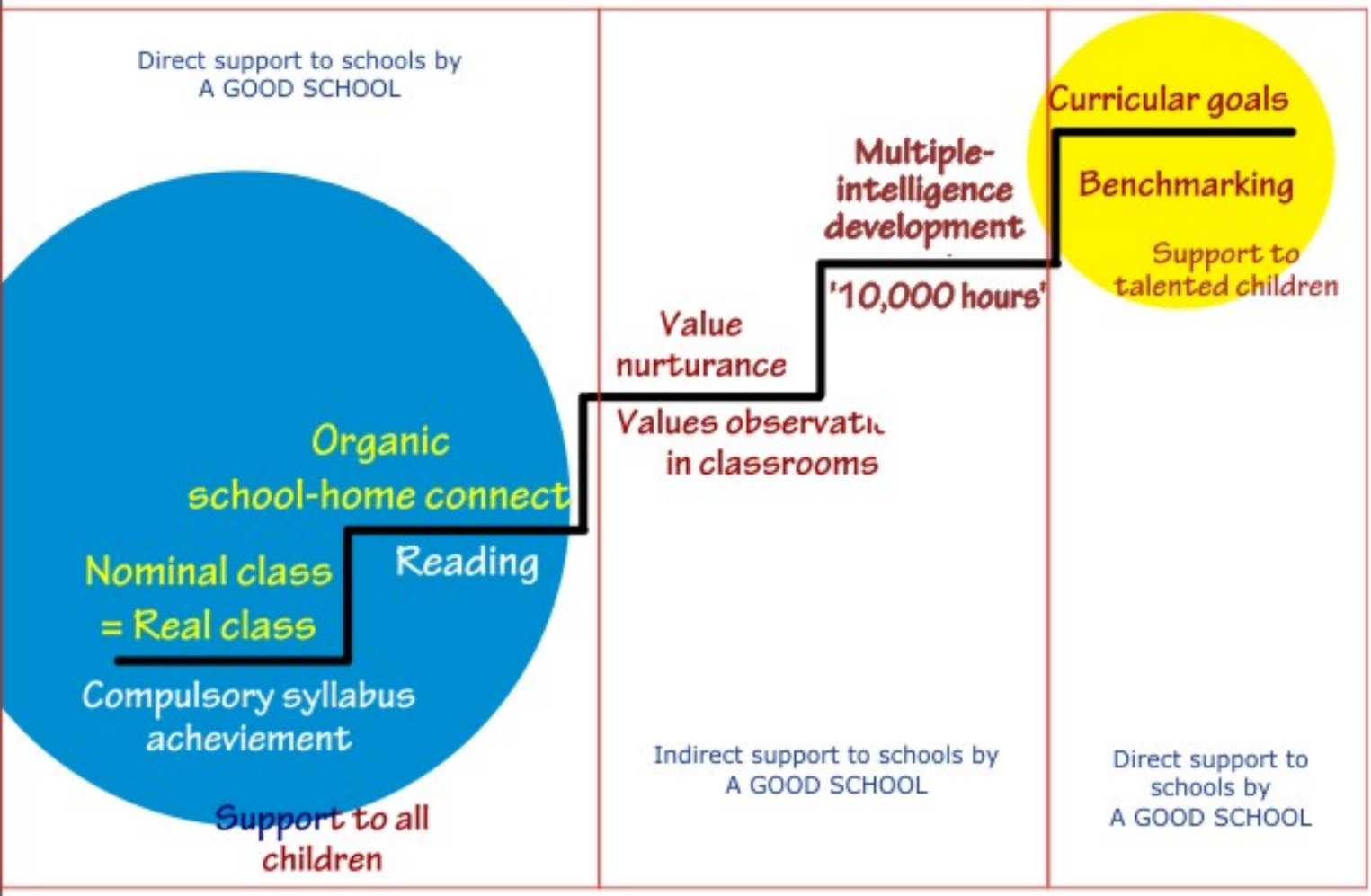
Stress-free teachers & time for
'value reinforcement'

Time to pursue interests
at home

How can you benefit from A GOOD SCHOOL?

Obviously, either the school of your child adopts innovations to specifically monitor the micro-progress of every student, personalises the remedial measures and offers a self-learning platform OR you directly register for such a support for your child at **www.agoodschool.com**

A GOOD SCHOOL educational framework.



The 2-step GOOD SCHOOL solution for all students

Step 1A - 'Personlised Remedial' for previous classes

Deliverable - Every student gets a 'personalised' e-remedial-book (CD).

Step 1B - 'Independent learning platform'

Deliverable - Access to powerful self-learning resource platform for students with unique analytical windows for all stakeholders.

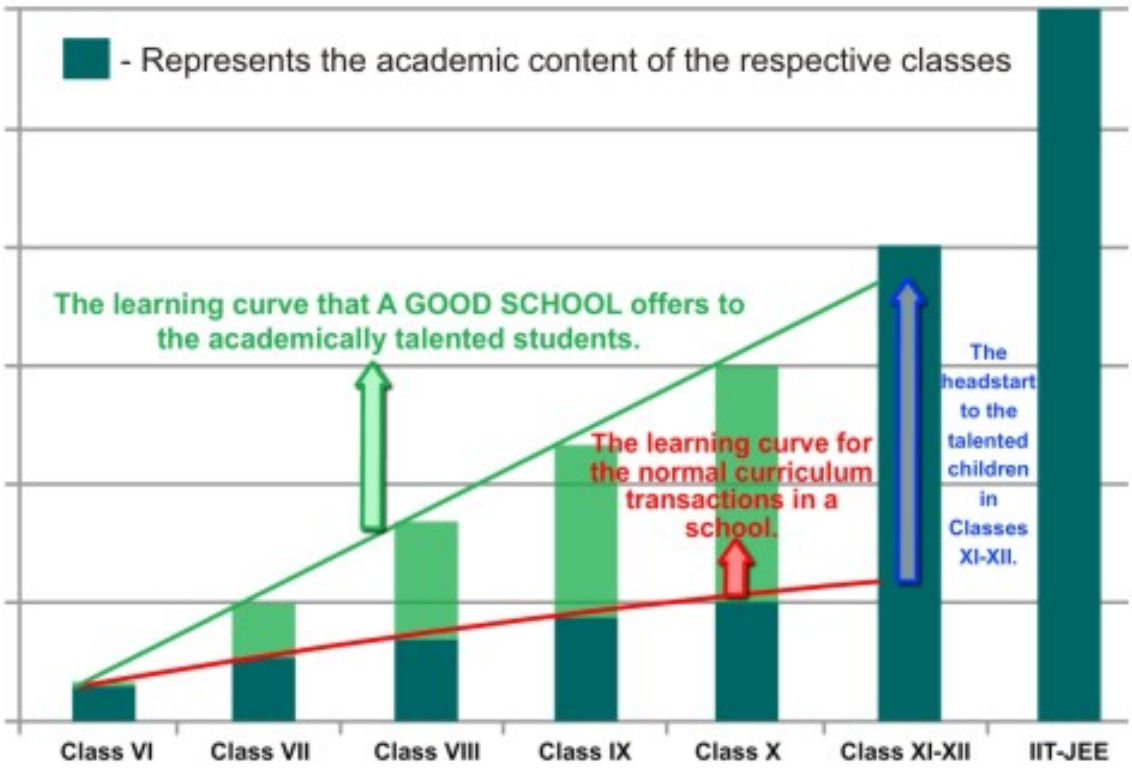
Step 1C - 'Power Analytics' for teachers/parents

Deliverable - A body of assessments for student-wise micro-progress analysis.

Step 2 - Creating Reading Homes through Reading Schools

Curriculum transaction is teacher's responsibility, learning is student's!

The GOOD SCHOOL solution for the talented.



Ironical as it may sound, in most schools talented children – academically as much as creatively – are fairly marginalised. The GOOD SCHOOL pedagogy pays special attention to such children and over time nurtures talent in all children by duly reinforcing the born-gifts in all children.

A GOOD SCHOOL pedagogy for talented students involves 'test to learn' approach - using extensive two-level, chapter-specific diagnostic assessments for stress-less, rightly benchmarked career preparatory, beginning from class VI.

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