



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Vocational Reviews

Review Report

Indian Institute for Performing Arts
Manama
Kingdom of Bahrain

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VO79-C3-R092

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Introduction

The Directorate Vocational Reviews (DVR), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the Institute and met with learners, parents, teachers, management and support staff.

In the previous review the overall effectiveness of Indian Institute for Performing Arts was judged as satisfactory, as were all aspects of its provision except the effectiveness of teaching and assessment which was judged as good.

This Report summarises reviewers' findings and their recommendations about what the Institute should do to improve.

Grading scale

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Table of review judgements awarded

Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Good (2)
Quality of programmes	Good (2)
Quality of support and guidance	Good (2)
Leadership, management and governance	Satisfactory (3)
Capacity to improve	Satisfactory (3)
Overall effectiveness	Satisfactory (3)

Review judgements

Overall effectiveness

How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?

Grade: Satisfactory (3)

The overall effectiveness of Indian Institute for Performing Arts (IIPA) is satisfactory, as are other aspects of its provision including learners' achievement, leadership and management and capacity to improve, while quality of teaching and assessment, quality of programmes, and effectiveness of support and guidance are judged as good. IIPA offers local programmes divided into four categories: dance, drawing and painting, vocal, and instrumental music. These programmes are offered based on the in-depth experience of the Institute's senior management and their effective links with Indian culture and classical arts and the local Indian community. Delivery is carried out by qualified teachers who have the relevant certifications to deliver the subjects they teach, with teaching and stage performance experience; they present good role models to their learners while they are performing on the stage. They use various teaching methods and activities to motivate learners and engage them productively during lessons. Teachers assess learners' understanding and performance throughout the lessons and provide useful verbal feedback as required, with regular written assessment being used to evaluate the development of learners' skills. However, assessment rubrics are not available for most courses.

The majority of learners gain effective knowledge and skills that enables them to confidently perform on the stage in front of audiences. However, a few of them struggle and their progress is minimal. The majority of learners also achieve their course objectives successfully and a few proceed to a more advanced level. However, for a minority their achievement of course objectives are minimal. Effective support is provided to learners throughout their learning experience with the Institute. Highly flexible arrangements are in place, with course timings that suit the needs of learners and parents. Teachers and administration staff are approachable and provide learners with effective support to reach their full potential in performing artistic work. Although IIPA accept learners with special need and provide them with adequate support, these practices are not documented in formal policies and procedures. The management has clear strategic direction towards promoting Indian arts which is apparent in the Institute's offerings. IIPA has a limited range of quality assurance procedures and practices to guide its daily operations. Learners' and parents' views are sought on an on-going basis, this being considered as part of the self-evaluation process. Frequent staff meetings are held as required to discuss major operations and issues. Arrangements to monitor learners'

achievement are sufficient, with data being aggregated and some improvement decisions being based on this.

Capacity to improve

How strong is the provider's capacity to improve the quality of learning?

Grade: Satisfactory (3)

IIPA's capacity to improve is satisfactory overall. The Institute offers a range of internal programmes, mainly in Indian classical arts and which focus on preparing young learners for further study and career progression. The Institute is passionate about Indian culture and arts as a means for developing young learners' self-sufficiency and the quality of their musical skills. Since the last review the Institute has taken some steps towards improving the quality of its provision, such as formalising its support mechanisms and improving the structure of programmes. Learners' achievement levels are maintained, and enrolment has remained steady by serving as the local Indian community. The Institute arranges annual musical performances to provide learners with an opportunity to publicly demonstrate their talents on stage.

Views and satisfaction levels of learners and parents are regularly gathered. The Institute management maintains effective relationships with external artists from India and uses these relationships to organise musical events where learners have the opportunity to meet with these artists. The Self-Evaluation Form (SEF) provided for the review is brief and the grades are overestimated in certain areas. IIPA has an effective organisational structure that accommodates to the needs of day-to-day operations and meets the strategic aims. The Institute employs sufficient full-time teachers to deliver the programmes.

Learners' achievement

How well do learners achieve?

Grade: Satisfactory (3)

Learners' achievement at IIPA is satisfactory overall. The majority of learners develop effective knowledge and skills in the Indian classical arts, which includes dance and vocal as well as instrumental music, drawing and painting. The learners and parents interviewed are highly satisfied with the learning experience and the skills developed, the parents acknowledged that attending courses at IIPA has enhanced their children's music and dance

skills and tempo, which enables them to confidently perform on stage and in front of audiences and improve their discipline. Most learners progress well throughout the courses from their starting points and a few proceed over the levels and maintain progress. However, a few learners do face difficulties in mastering the skills and the added value for them is minimal. Learners show high levels of enthusiasm and enjoyment, as seen during the lessons observed, and are able to work independently and demonstrate confidence and a positive attitude towards their learning. Learners are able to correct their mistakes while performing and know what to do to improve further.

The standards of learners' work, lessons observation and the practical performance of learners during the annual events reveal that, the majority of learners achieve the planned course objectives successfully, while a few proceed to a more advanced level. A few of the learners who are enrolled in the piano and guitar programmes, sit for the Associated Board of the Royal Schools of Music (ABRSM) - UK external examinations and achieve the qualifications they aim for in a timely manner. The vast majority of learners who are enrolled in the local programmes are provided with a progress card at the end of the course after completing four months' assessment. However, only a minority of learners complete and achieve the full programme certification, which takes two to three years depending on the level and programme duration. Analysis of learners' grades on the four months' assessment indicates that a significant minority of Bahrathanatyam dance learners score around 90%, these representing 24% of the total enrollment. The majority of learners in carnatic violin and carnatic vocal programmes, which represent 27 % of the total enrollment, and kathak, learners, which represent 11% of the total enrollment, achieve their course objective. However, the vast majority of piano, drawing and painting learners score below 60%. A clear rubric is used to assess learners' performance for the Bahrathanatyam dance, piano and guitar programmes, while the last two programmes are comparable to the ABRSM-UK guidelines. Although other programmes do not have the same rubric for the assessment. Learners attend lessons regularly and the Institute has recently developed an attendance policy; in a few cases punctuality is an issue.

The quality of provision

How effective are teaching/training and assessment in promoting learning?

Grade: Good (2)

The effectiveness of teaching and assessment at IIPA is good overall. Teachers are qualified, knowledgeable and have relevant certifications and teaching experience in the specialised subjects they teach, with good stage performance experience in the Kingdom of Bahrain, India and elsewhere. This is evident in their clear explanations and performing of Indian classical

art. Teaching strategies used are demonstration and repeated explanations that match learners' interests and programme requirements. Teachers are passionate towards their subject areas and show a positive attitude towards learners' involvement and development of their understanding and skills. In the majority of the observed lessons, teachers succeeded in engaging and motivating the vast majority of learners effectively, using suitable repetitive practical activities that match the learners' abilities and skills to ensure the accuracy of the skills being developed. Most sessions are learner-centered and teachers address the different learning needs effectively, with sufficient challenge and individual support. However, in a few of the less effective lessons, particularly in the multi-instrumental lessons, a few learners were not engaged well and require more support. Learners are encouraged and challenged to participate in the annual performance events to help build their self-confidence and promote life-long learning. Teachers use the available learning resources and materials effectively to promote learners' understanding and enrich their learning experiences, including cassette players, harmonium, ghungroo, guitar, piano, violin and textbooks.

Teachers use yearly plans stipulating the topics to be covered. These plans are well matched to the programme syllabus followed by the Institute. Teachers modify lessons based on learners' abilities, talents, needs and interests. Learners' performance records are updated after every lesson, indicating the activities accomplished by individual learners. Delivery of lessons are modified to match learners' needs and suit their interests. Most lessons start and end on time, with effective time management of the learning activities. Although learners are aware of the topics to be covered and skills to be mastered, lesson objectives are not always shared with learners at the start of the lesson. Lessons start with revision of the previous lesson and the lesson's pace is adjusted according to the progress made by individual learners. Teachers assess learners through systematic theoretical and practical assessments. The marking and rubrics for evaluation of examinations for the piano and guitar programmes are comparable to the ABRSM – UK guidelines. However, for other programmes, the guidelines for assessment and marking are not sufficiently detailed. Records about learners' performance are well maintained and updated regularly. Teachers provide useful instant verbal feedback during lessons to help learners improve their performance further. However, from the samples seen the written feedback on learners' work is mostly generic and not sufficiently detailed or informative.

How well do programmes meet the needs and interests of learners and stakeholders?

Grade: Good (2)

The effectiveness of programmes at IIPA in meeting the needs and interests of learners, parents and the local Indian community is good overall. The Institute offers local

programmes, mainly in Indian classical arts. These are based on the in-depth experience of the Institute's senior management and their effective links with Indian culture and classical arts and the local Indian community. In addition, stakeholders' requirements are sought through parents-teachers meetings and obtained during the regularly conducted functions and events, with the outcomes being used to influence and enhance the offerings. The programmes are categorised into four areas: dance, drawing and painting, vocal, and instrumental music. The dance programmes are mainly Indian classical dance, including Bharatanatyam, Kathak, Kuchipudi and Mohiniyattam. The vocal and instrumental music programmes encompass both traditional Indian music and western instruments. These include carnatic vocal, violin, guitar and piano. Learners enrolled in the piano and guitar programmes are encouraged to sit the external examination by the Associated Board of the Royal Schools of Music (ABRSM).

IIPA programmes are delivered over three levels; preliminary, intermediate and advanced, which are planned in a sequence that encourages a progressive acquisition of knowledge and skills. The different components of programmes are well-structured and planned with the specified contents and skills to be mastered. The programme planning is adapted to suit learners' age, abilities and pace of learning. For instances, the advanced levels of the dance and music programmes are updated with new compositions following recent trends in the field. Syllabi are internally designed based on teachers' subject knowledge and experience. However, the assessment structure and marking schemes are not always clearly indicated in the syllabi. Programmes are well-resourced and reinforced with specialised traditional instruments, materials and learning resources to meet the needs of learners and stakeholders. These include pianos, guitars, violins, tambura, tape recorders, sruti box and rhythm meter to ensure productive and smooth delivery of the lessons. Moreover, programmes are supported with relevant extra-curricular activities to enrich the learning experience and boost learners' confidence. Annual performance events are organised to provide learners with an opportunity to publicly demonstrate their talents and perform on stage. In addition, the management's personal networks with the community are used to organise events and functions through which learners are provided with the exposure to eminent Indian musicians and artists. Access measures to the programmes are appropriately implemented. Upon admission, suitable initial assessments are used to evaluate learners' levels of proficiency in dance, music and drawing and painting. The outcomes are used to adjust programme planning to accommodate learners' abilities. Nevertheless, this process is not supported with detailed guidelines and rubrics to ensure accurate measurement of learners' prior skills.

How well are learners supported and guided?

Grade: Good (2)

The effectiveness of support and guidance is good overall. IIPA has effective support and guidance practices to help learners settle well on courses and perform better. Throughout each course the management, trainers, and administrative staff are supportive and friendly. They have coached many learners to reach their full potential in performing different type of arts including dance, drawing and painting, music, vocal and instrumental. Prior to the start of each courses the learners and parents are inducted verbally, providing them with useful information about the course and the required learning materials that have to be available to learners, particularly in the drawing and painting courses. Upon registration, learners and parents are informed about the Institute's rules and regulations, including the programme duration, attendance policy, assessment methods and transportation services; this information is also available in the online registration system. Arrangements for courses delivery are highly flexible in terms of days of classes and timings, to suit the needs of learners and parents. Learners and parents have access to information about the programmes on offer through direct communication with the Institute's administration staff. Also, general information is provided through the website and Facebook account and e-mails. However, some functions of the website are not yet active or are not updated.

Each year, the Institute conducts the 'Annual Day' event where learners of musical instruments and dance courses are provided with the opportunity to perform in front of a public audience. During the event, learners of drawing and painting courses display their artworks in an exhibition. Talented learners are always advised and encouraged to participate in activities that enhance their experiences, such as the 'Arrangetram' and competitions. Compensation classes are arranged for learners who missed lessons, with extra lessons when needed to enable them to practice the required skills. IIPA communicates effectively with parents to inform them about learners' achievement and their attendance through progress card, regular parent/teachers' meetings, telephone calls and annual day. However, the progress cards do not specifically highlight how learners can improve further. IIPA accepts learners with special needs and adequate practices are in place to support such learners. However, policies, procedures and arrangements regarding identifying and supporting learners with special needs are not in place and the Institute premises are not fully equipped with the necessary facilities to cater for physical disabilities. Learning facilities are fit-for-purpose; however, the learning environment could be more inspiring, for example some classrooms are small especially for the dance programmes.

Leadership, management and governance

How effective are leadership, management and governance in raising achievement and improving the quality of the provision?

Grade: Satisfactory (3)

The effectiveness of leadership and management is satisfactory overall. The Institute management has clear aims and directions focused towards improving learners' skills and talent in Indian culture, arts and performance. However, the Institute does not have formalised strategic planning as yet. The organisational structure is effective to cater for the current programmes offered and the total enrolment, with sufficient human and physical resources to meet day-to-day operations and the nature of delivering the programmes. IIPA recruits qualified full-time teachers with sufficient teaching experience, mainly from India. Rigorous selection procedures are used to hire teachers and deployed them accordingly to the subjects taught at the Institute. Teachers are adequately inducted with the teaching and assessment methods, they are fully aware of their rights and responsibilities. In order to monitor the performance of teachers on the various courses, the Institute uses a fit-for-purpose form that is completed during regular lesson observation, though the evaluation criteria are not clear. These observations highlight relevant comments on learners' achievement and their enjoyment, as well as teachers' performance and their interaction with learners. Areas for improvement are stated, but with limited follow-up. Essential health and safety procedures are in place, the premises are safe and free from hazard, and the management maintains a suitable learning environment.

Effective links are maintained with learners, parents and the local Indian community. IIPA gathers stakeholders' thoughts on areas that require further improvement through annual concerts and regular events, also seeking the feedback of the community and parents to measure their satisfaction; this is done on an on-going basis and is considered part of the self-evaluation process. Frequent staff meetings are held as required to discuss major operations and issues. The SEF provided for the purpose of this review is brief and grades overestimate the provision in some areas. The management arrangements to monitor learners' performance and progress are sufficient, with data being aggregated and some improvement actions being based on this. The Institute assess learners' prior knowledge and skills through suitable initial assessment, though the outcomes of these are not always used effectively. IIPA has a limited range of quality assurance procedures and practices to guide its daily operation. These cover the areas of quality of teaching and assessment, programme structure, support mechanisms and delivery, and learners' achievements. While relevant assessment schemes are used on some courses. However, the moderation and verification arrangements are not well documented.

The provider's key strengths

- The qualified teachers have theoretical and practical command of Indian classical arts and provide learners with good role models.
- The well-structured programmes in Indian classical arts enable learners to further their performing musical and dance skills.
- The effective support and guidance helps learners to attain better outcomes.
- The effective links are maintained with internal and external Indian musical community.

Recommendations

In order to improve, Indian Institute for Performing Arts (IIPA) should:

- further ensure that learners achieve the course objectives successfully and develop the required musical skills and knowledge
- improve teaching and learning by accommodating learners' different needs effectively
- further improve the self-evaluation process to monitor the overall performance of the Institute
- improve the quality assurance arrangements, including implementing a formal mechanism to sense market needs effectively and introduce policies and procedures to ensure the consistency of teaching and learning.

Appendix

Description of the provision

Indian Institute for Performing Arts (IIPA) was established in January 2003. It is licensed by the Ministry of Education (MoE) to offer local programmes, mainly in Indian classical arts, of long duration ranging from two to three years. The programmes offered are categorised into four areas: dance, drawing and painting, vocal, and instrumental music. The dance programmes are mainly Indian classical dance, including Bharatanatyam, Kathak, Kuchipudi and Mohiniyattam. The vocal and instrumental music programmes encompass both traditional Indian music and western instruments. These include carnatic vocal, violin, guitar and piano. These programmes are offered across three levels - preliminary, intermediate and advanced. A few learners enrolled in the piano and guitar programmes opt to sit for the external examination by the Associated Board of the Royal Schools of Music (ABRSM) – UK.

Since the last BQA review the Institute has enrolled 1,210 learners, broken down as 210 in 2014, 178 in 2015, 218 in 2016, 287 in 2017 and 317 in 2018 to the date of this review. Most learners are of Indian origin and are sponsored by their parents, being aged six and above. IIPAs' organisational structure consists of Chairman, Principal, an accountant, an office administrator and a transport coordinator, all being employed on a full-time basis. Also, IIPA employs six full-time teachers for the different programmes.