By
Quality Council of India

Workshop on School Accreditation

What are the challenges in India's School Education

Challenges Before Indian Education

- ➢ Access,

- ➢ Participation & Equity,

- ➢ Quality,

- ➢ Relevance,

- ➢ Management, and

- ➢ Resources.

Challenges Before Indian Education

Access: While availability of elementary schools within a reasonable distance from habitations is now fairly universal, same cannot yet be said in regard to Secondary Schools and Colleges. Pockets still exist in many remote parts of the country where the nearest Secondary School or College is much too far for everyone to be able to attend.

Besides the physical availability of institutions, other barriers to access – e.g. socio-economic, linguistic–academic, physical barriers for the disabled, etc. – also need to be removed.

Challenges Before Indian Education

Participation & Equity - Gross Enrolment Ratios for the elementary, secondary and tertiary stages of education in 2003-04 were 85%, 39% and 9%, respectively. These participation rates are undoubtedly low, and need to be raised very substantially, for India to become a knowledge society / economy.

A linked challenge is one of equity. Participation rates in Education are poor largely because students from disadvantaged groups continue to find it difficult to pursue it. Even when they manage to participate, students suffering from disadvantages of gender, socio-economic status, physical disability, etc. tend to have access to education of considerably lower quality than the others, while the education system needs to provide them access to the best possible education so that they are able to catch up with the rest.

Challenges Before Indian Education

Quality: The challenge of quality in Indian education has many dimensions, e.g.

- Providing adequate physical facilities and infrastructure,
- Making available adequate teachers of requisite quality,
- Effectiveness of teaching-learning processes,
- Attainment levels of students, etc

Besides the need to improve quality of our educational institutions in general, it is also imperative that an increasing number of them attain world-class standards and are internationally recognized for their quality.

Challenges Before Indian Education

Relevance: Education in India needs to be more skill-oriented – both in terms of life-skills as well as livelihood skills. In sheer numerical terms, India has the manpower to substantially meet the needs of a world hungry for skilled workers, provided its education system can convert those numbers into a skilled work-force with the needed diversity of skills.

Challenges Before Indian Education

Management: Management of Indian education needs to build in greater decentralization, accountability, and professionalism, so that it is able to deliver good quality education to all, and ensure optimal utilization of available resources.

Challenges Before Indian Education

Resources: India 's stated national policy - ever since 1968 - has been to raise public expenditure on Education to the level of 6% of GDP. On the other hand, in 2004-05, outlay of Central and State Governments for Education amounted to about 3.5% of GDP. Thus, the gap in allocations for Education is still substantial, and needs to be urgently bridged

Quality in Education

What is Quality in Education?

Quality (in the context of Education)

Quality is the degree of excellence and distinguishing nature of attributes of education programme.

Quality in Education?

Who is responsible

Teachers :   **They are the keepers of knowledge.** Teachers must be lifted up so that they reach out to the students with the support of all (community, parents, government) behind them.

Quality in Education?

Who is responsible

Parents: **Have a critical role in the education of their children.** Because education is a life long process, the experience and exposure to learning readiness that children receive at home are reflected in their formal learning environment (their schools) and cultivated by their formal instructors (their teachers)
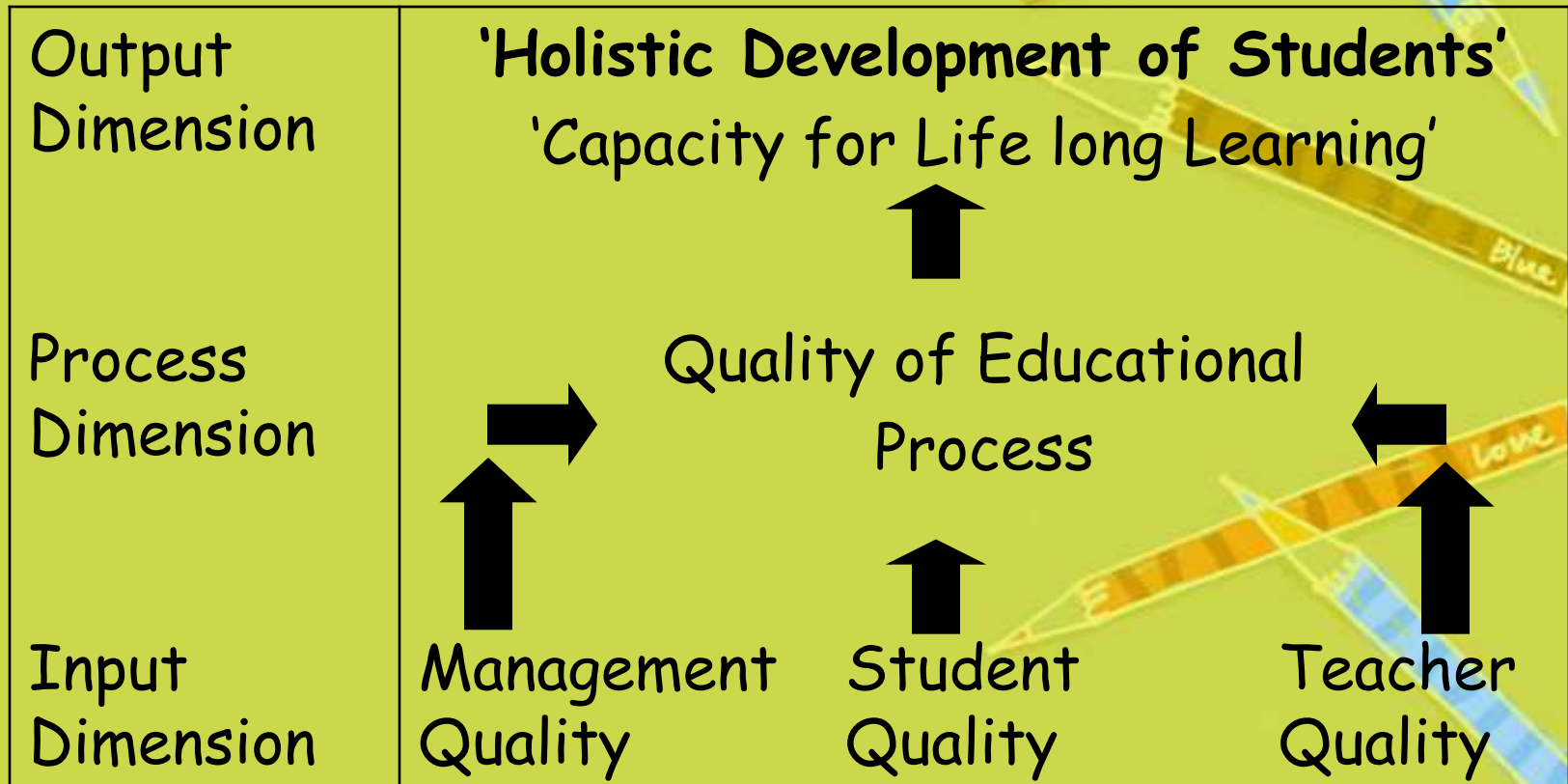
Quality in Education?

Who is responsible?

Principals: **They have to tie it all together.** They support both the parents and the students. They ensure that conflict is resolved with forward looking purpose.

Challenges for School Education

❖ Up-gradation of infrastructure /facilities

❖ Quality teaching learning materials

❖ Training of teachers/staffs

❖ Modern evaluation of student performance

❖ Threat of knowledge getting obsolescence.

❖ Globalization of education.

❖ Several others

Challenges for School Education

❖ Traditional approach to education management is no longer appropriate.

❖ Quality is an increasingly significant issue for schools to manage

Forces of change requires schools to transform into **Effective Schools**

What is an Effective School?

"An effective school is one that develops and maintains a high quality educational programme designed to achieve both system-wide and locally identified goals".

"Effective schools expect and ensure that every student acquires an understanding of the concepts, skills and knowledge necessary to demonstrate success"

Characteristics of effective schools

- Curriculum focused leadership
- Supportive climate
- Emphasis on learning
- Clear goals and high expectations
- Monitoring performance and achievement
- Continuous staff development
- Parental involvement
- Community Involvement.

Elements of School Effectiveness

- Clear and focused school mission
- Teacher and teaching effectiveness
- The generation of a positive school culture
- High expectations of achievement and behaviour
- Safe and orderly school environment for learning
- Positive home-school relations
- Staff development
- Monitoring of progress at all levels

Schools Accreditation facilitates schools to transform into effective school

Why is Accreditation Important?

Only those schools that have an established level of excellence are awarded accreditation. The curriculum, facilities and administration must pass stringent quality standards.

School Accreditation Defined

School Accreditation IS

- Data driven school improvement
- Built on self assessment process that is inclusive
- Providing opportunities for professional growth
- Providing accountability at all levels
- Consistent with government's stated aim to continually improve schools
- Strengthening school-community relations
- An ongoing process that continues over cycles
- An impetus for change

School Accreditation Defined

School Accreditation IS NOT

- A mechanism to assess individual staff performance
- A mechanism to compare schools
- A one-time event
- A school "inspection"

The Accreditation Standard for Quality School Governance will provide students and parents with

- Increased confidence in the quality of education

- Schools remain consistently responsive and proactive to current and future demands.

- A responsive and contemporary education system

Accreditation Standard for Quality School Governance Version 2008

Requirements

Main features/ structure of the Version 2008

School Governance

Educational and Support Processes

Performance Measurement and Improvement

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Contents

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Elements of major requirements

Section 1 – School Governance

1.1   General

1.2   Leadership

1.3   Responsibility and authority

1.4   Accreditation Document(s)

1.5   Financial resources

1.6   Compliance to statutory and regulatory
        requirements

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Elements of major requirements

Section 2 - Educational and Support Processes

2.1   Human resources

2.2   Curriculum

2.3   Admissions policy

2.4   Learning environment

2.5   Infrastructure

2.6   Health and safety

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Elements of major requirements

Section 3 - Performance Measurement and Improvement

3.1   General

3.2   Self assessment

3.3   Complaint Handling

3.4   Continual Improvement

3.5   Performance review

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Background

Quality Council of India is a non profit, autonomous body set up jointly by Government of India & Indian Industry, establish & operate national accreditation structure and to promote quality through nation wide quality campaign.

At the second QCI National Quality Conclave in February 2007, **Dr. A. P. J. Abdul Kalam**, then President of India, stressed the need for development of a standard for the schools to ensure quality of education across the nation. In line with this recommendation QCI has developed the Accreditation Standard for Quality School Governance. This standard provides framework for the effective management and delivery of the holistic education program aimed at overall development of the students.

Accreditation Standard for
Quality School Governance Version 2008

Introduction

Education – synonyms being breeding, civilization, coaching, cultivation, culture, development, discipline, edification, enlightenment, improvement, knowledge, nurturing, teaching, training, tutoring etc. It encompasses many things which in short mean an overall development of a student.

Success of a nation depends on education of its people. Education has to be at the core of national development agenda. School education is perhaps the most important basic element of education system as it lays strong foundation for further learning.

Accreditation Standard for Quality School Governance Version 2008

Introduction (Contd.)

The need for quality education with value system leading to productive employment and hence comprehensive qualitative development of the nation has been felt for a long time. This need has been discussed and debated at various forums including the need for quality benchmarks for schools. The standard has been developed in consultation with academicians, parents, administrators and quality professionals.

Quality of education is characterized by creation of the capacity for life long learning. There are three basic elements for quality in education; management quality, teacher quality and student quality. The student gaining entry at primary level is fresh in mind, open and amenable. It is therefore left to management and teacher to create capacity for learning at that stage through quality of instructional and support processes integrated into curriculum.

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Introduction (Contd.)

Curriculum and syllabus are taken as synonymous in general terminology. Syllabus is an instrument of implementing the curricular objectives. Curricular framework in general is prescribed by statutory/ regulatory agency. The school management has to conceptualize the overall curriculum according to the local needs covering:

- syllabus
- pedagogy
- co-curricular inputs
- extra curricular activities
- monitoring and evaluation

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Introduction (Contd.)

This standard has been developed with a view to define and implement systems to

- provide educational services that aim to enhance satisfaction level of all interested parties,
- provide a basis for assessing and where required, rating the effectiveness of an educational management system,
- develop quality consciousness among interested parties involved in school activities.

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Introduction (Contd.)

The standard focuses on establishing systems to enable learning, self development and improved performance. It encourages schools to pursue continual excellence. The standard is non- prescriptive; but its compliance is in conjunction with the applicable statutory and regulatory requirements. The standard can be adapted;

a)   as a self improvement tool,
b)   for third party accreditation/certification,
c)   by statutory and regulatory authorities.

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Scope

This standard specifies requirements for accreditation of a school which:

a) needs to demonstrate its ability to consistently provide educational service that meets interested party requirements with a view to provide holistic education and facilitate overall development of students &

b) aims to enhance interested party satisfaction through the effective application of process approach for continual improvement of the system.

All requirements of this standard are generic in nature and are intended to be applicable to all schools, regardless of type, size and nature of educational service provided.

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Scope

Note : This standard provides framework to plan, establish, operate, monitor and improve educational service. This standard is non prescriptive in nature. Schools shall determine the extent of prescriptions based on:

i)   applicable statutory/regulatory requirements
ii)   their policies and objectives
iii)   resources required for effective implementation of the standard

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Glossary

For the purposes of this standard, the following terms have specific meanings as defined here:

i) Interested party

person or group having an interest in the performance or success of a school including the recipient of an educational service (iii)

EXAMPLE: An interested party can be a student, parent/guardian, parents' association, other school, society or statutory and regulatory authorities.

NOTE: A group can comprise an organization, a part thereof, or more than one organization.

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Glossary

ii)   Education
the act or process of imparting or acquiring knowledge, skill or judgement.

iii)   Educational process
process resulting in providing of educational service (iii)

iv)   Educational service
service concerned with education.

v)   School
organization that provides an educational service (iii) and/or any organization where teaching-learning activity is being carried out.
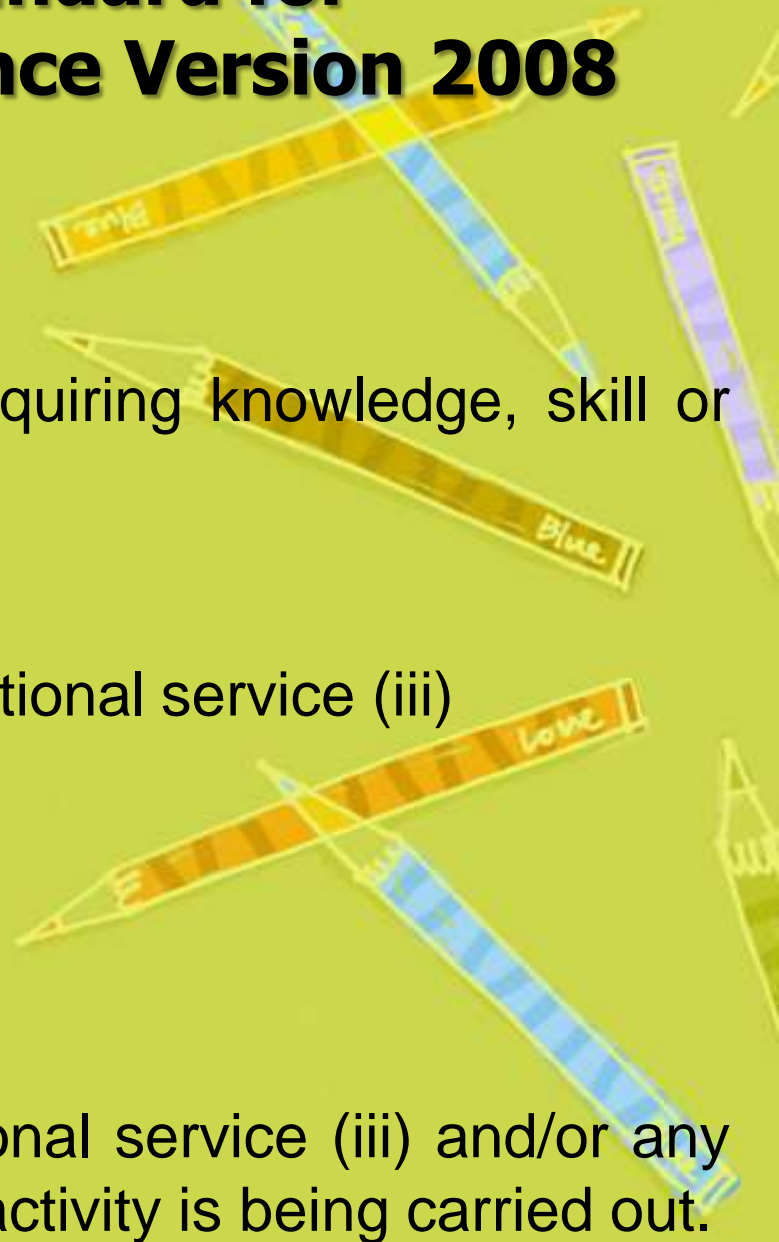
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Glossary

vi)   Management committee
committee which includes board of trustees or directors, head of the school, individual owners or others, exercising ultimate control on the school.

vii)   Management system
system to establish policy and objectives and to achieve those objectives
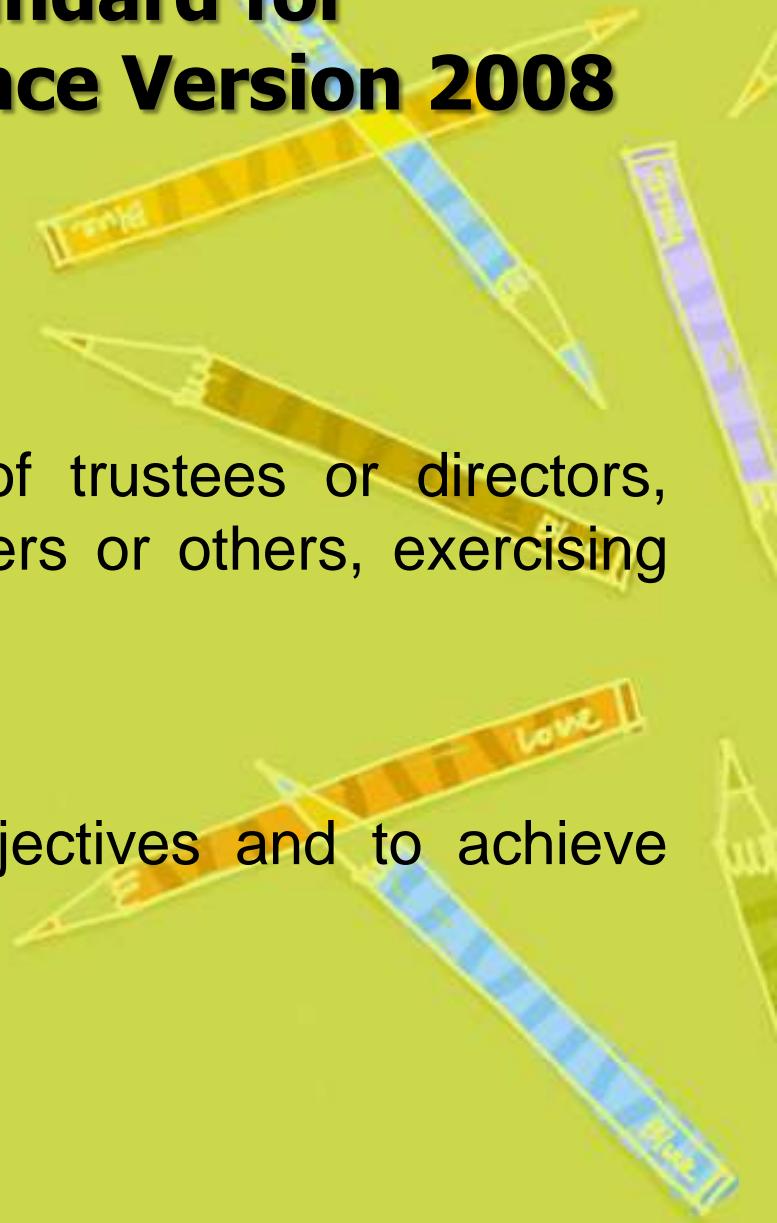
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Glossary

viii)   Quality

- Quality is the degree of excellence and distinguishing nature of attributes of education programme.
- Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs.
- Quality is the customers' perception of the value of the suppliers' work output

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Glossary

ix) Mission

statement which conveys the purpose of the school's educational program, expresses expectations for quality and serves as the basis for daily operational and instructional decision making as well as long range planning.

x) Accreditation manual

document specifying the management system of the school based on requirements of accreditation standard

xi) Preventive action

action to eliminate the cause of potential non conformity or other undesirable potential situation

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Glossary

xii)   Corrective action
action to eliminate the cause of a detected non conformity or other undesirable situation

xiii) Process Approach
Any activity or set of activities that uses resources to transform inputs to outputs can be considered as a process.

For organizations to function effectively, they have to identify and manage numerous interrelated and interacting processes. Often, the output from one process will directly form the input into the next process. The systematic identification and management of the processes employed within an organization and particularly the interactions between such processes is referred to as the "process approach".

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Glossary

xiv) Document
document is an information and its supporting medium.

Example: procedure, drawing, report, standard, record

xv) Record
record is a document stating results achieved or providing evidence of activities performed.

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Section 1: School Governance

1.1   *General*

The management committee of school shall establish and maintain a formal educational system and continually improve its effectiveness in accordance with the requirements of this standard.

The school shall:

a)   determine

i)   the processes needed for establishing the educational system and their application throughout the school,

ii)   criteria and methods needed to ensure that the operation, control and continual improvement of these processes are effective in realizing the objectives set by the school.

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Section 1: School Governance (Contd.)

1.1   General

The school shall:
b)   ensure the availability of resources necessary to support the operation and control of these processes,

c)   monitor, measure and analyze these processes

d)   implement actions necessary to achieve planned results and continual improvement of these processes.

Where a school chooses to outsource any process that affects conformance with the requirements of this standard, the school shall ensure control over such processes.

General (1.1)

Points to Remember :

- 1.1 provides the summarized version of the requirements of the accreditation standard
- You shall have to **document** a educational quality management system
- You must also **improve the effectiveness** of the system
- You must **control** your **outsourced processes**, if any.

> *What are some common activities of a school?*

> *What are some common outsourced processes of a school?*

> *What kind of controls would you exercise over outsourced processes?*

Examples of few processes / activities

a) teaching-learning activities
b) designing and developing curriculum
c) In service training
d) Recruiting teachers and others
e) Acquiring materials
f) Students admission
g) Conduct of exams
h) Incorporating changing in curricula, course calendars, timetables etc.
i) Providing library, audiovisual equipment, computers, and other services;
j) Providing security, safety services
k) Providing health, hygiene services
l) Allocating spaces for ceremonies
m) Maintenance of facilities
n) Keeping conductive atmosphere for teaching learning
o) Building competitive zeal among the students
p) Introducing new co-curricular activities
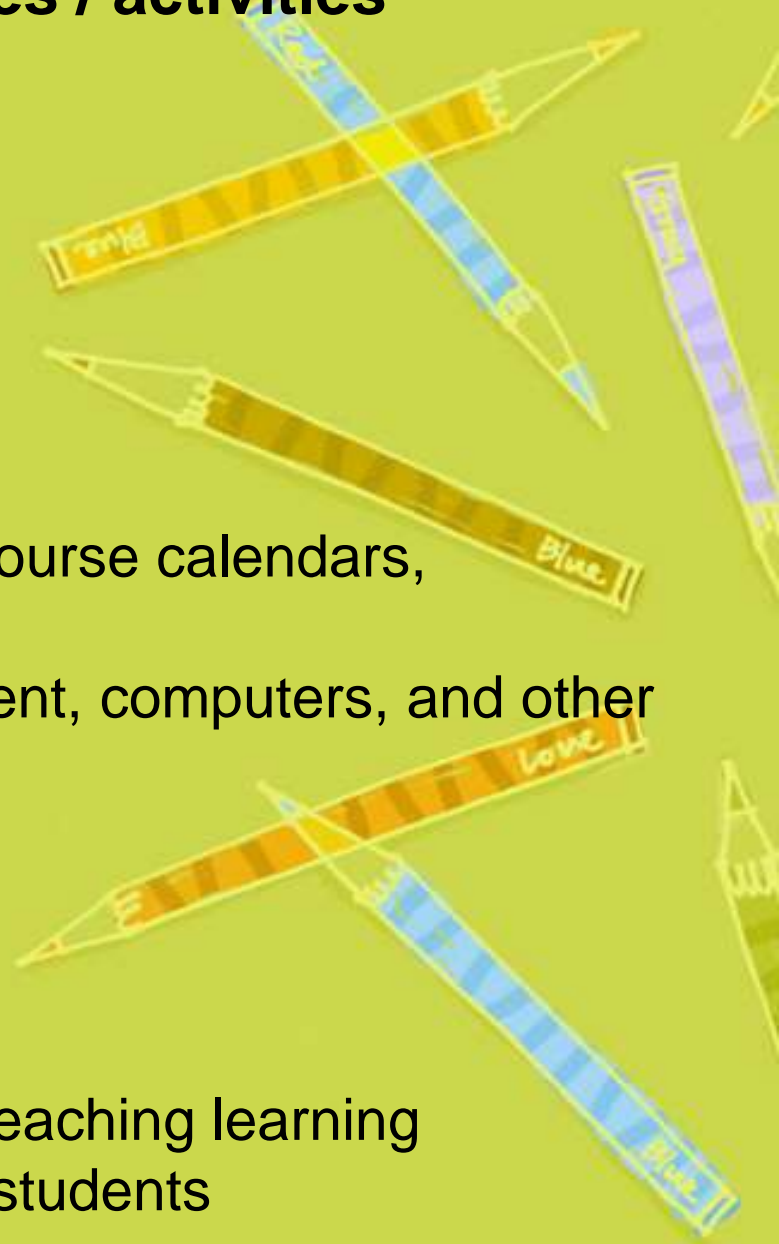
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1.2 Leadership

Management committee shall establish formal methods to determine the needs and expectations of the interested parties with regard to effective delivery of curriculum and varied developmental needs of the students.

Management committee shall identify all statutory and regulatory requirements for compliance.

The Management committee shall:

a) involve all members of the school in understanding and implementing the mission and quality objectives,

b) identify and plan for resources necessary for achieving the school's objectives,

c) communicate to all members of school the importance of meeting the requirements of interested parties as well as the applicable statutory and regulatory requirements

d) measure the school's performance in order to monitor the fulfillment of the school's mission and quality objectives (see 1.4.1).

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1.3   Responsibility and authority

1.3.1   Head of School/Key Personnel

The head of school shall be empowered by the management committee to carry out day to day functioning of the school. The management committee shall clearly describe the management structure with focus on processes which support the development and deployment of the educational system. The responsibility and authority for all personnel involved in key functional areas shall be communicated within the school.

Note : Head of school may include Director/ Principal/ Head Master howsoever named.

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1.3.2   Accreditation Coordinator

Management committee shall appoint a senior staff member who, irrespective of other responsibilities, shall monitor to ensure that the requirements of this standard are being implemented.

The coordinator shall periodically report to management committee on the compliance of standard and the need for improvement.

The coordinator shall ensure communication within the school on the information related to the application and relevance of the standard in educational and support processes

School Governance

Points to Remember:

- **Section 1: School Governance** mainly focuses that top management identify all requirements to support the development of educational quality management system and also show the commitment to continual improvement.
- Responsibility and authority to be defined and communicated.
- Accreditation Coordinator to be appointed.

What are the responsibilities and authorities of a Head/Principal and Teacher & Teacher Librarian of a School?

Suggested responsibility and authority of Head/Principal

- Plan curriculum, instructional and assessment policies;

- Set targets and priorities for development;

- Build up a good learning environment;

- Nurture staff's curriculum and instructional leadership;

- Set targets and phases for organisational change;

- Value quality rather than quantity in teaching and learning;

- Create curriculum space and time for teachers;

Suggested responsibility and authority of Head/Principal (contd.)

- Manage resources;

- Co-ordinate departments and support the autonomy of departments;

- Commend progress and improvements made;

- Communicate effectively;

- Remove barriers ; and

- Share knowledge and experience.
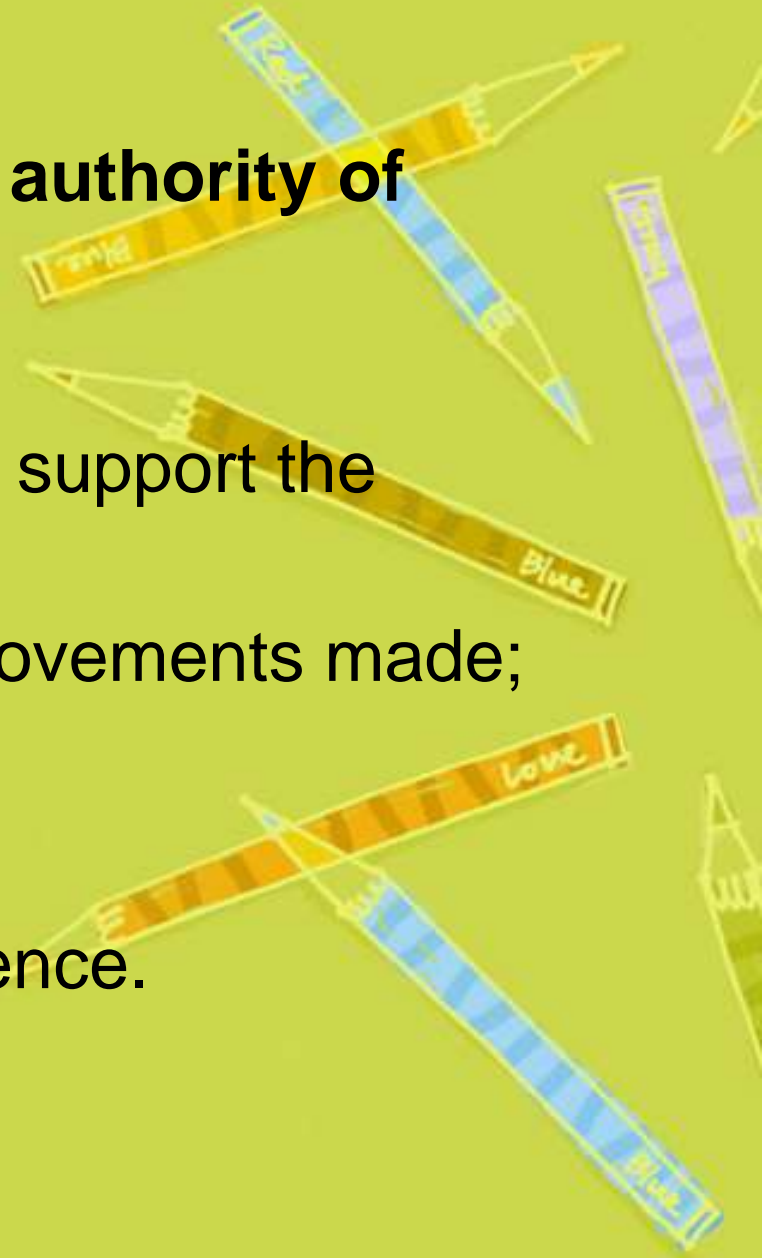
Suggested responsibility and authority of Teachers

- Strengthen learning-to-learn skills;

- To be resourceful;

- Keep abreast of the latest development and changes;

- Foster a quality learning environment;

- Be ready to try out and work on strategies;

- Collaborate with community parents;

- Be reflective; and

- Share issues, knowledge and experiences.

Suggested responsibility and authority of Teachers Librarian

- Plan, co-ordinate and manage all matters relating to library resources such as supporting the implementation of all sorts of reading schemes, and organizing library programmes to support and enrich school curriculum

- Support and develop resource based learning and teaching activities of the school curriculum in collaboration with teachers

- Conduct library periods and co-ordinate other related activities

  • Stimulate students' interest in reading

  • Develop their information skills and attitudes and

  • Enhance students' self learning abilities and positive attitude in life-long learning.

1.4 Accreditation Document(s)

1.4.1 Accreditation Manual

The school shall develop an accreditation manual describing:
i)   background of the school
ii)   organization structure
iii)   linkages / affiliations / recognitions
iv)   profile of senior management
v)   facilities
vi)   scope of educational services

The manual shall describe the educational and support processes including their interactions. It shall include or provide references to all documented procedures and other applicable criteria upon which the educational system is based.

Accreditation Standard for Quality School Governance Version 2008

1.4.1 Accreditation Manual (Contd.)

The manual shall also include:

i) Mission

The school's mission shall be documented. This shall be consistent with applicable statutory & regulatory requirements and needs & expectations of interested parties.

ii) Quality objectives
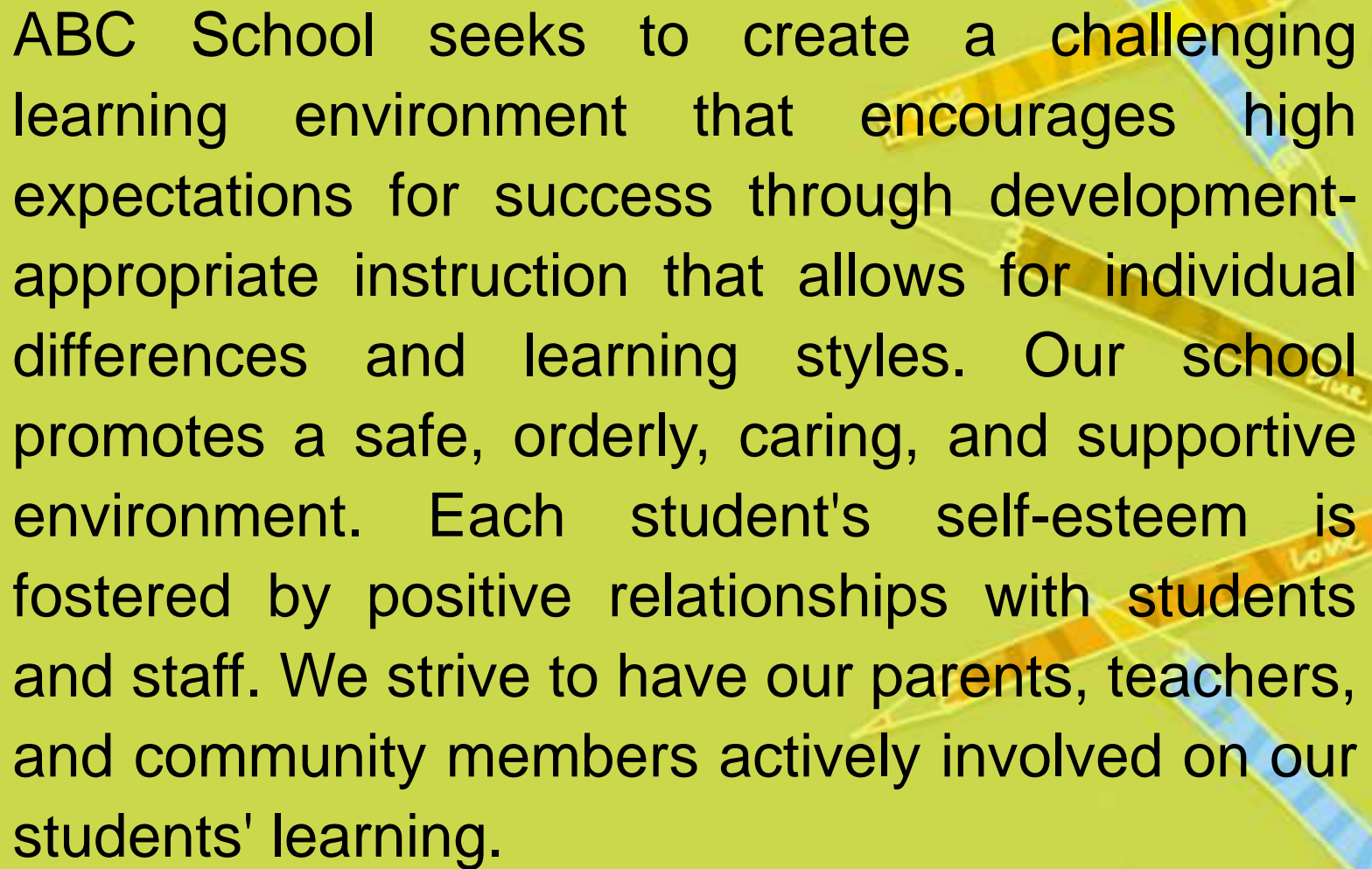
The school shall establish objectives that are measurable and derived from educational and support processes of the school. The objectives shall be aligned with the school's mission.

A School _____ statement can help you decide if what they offer and the way they provide it lines up with your educational goals.
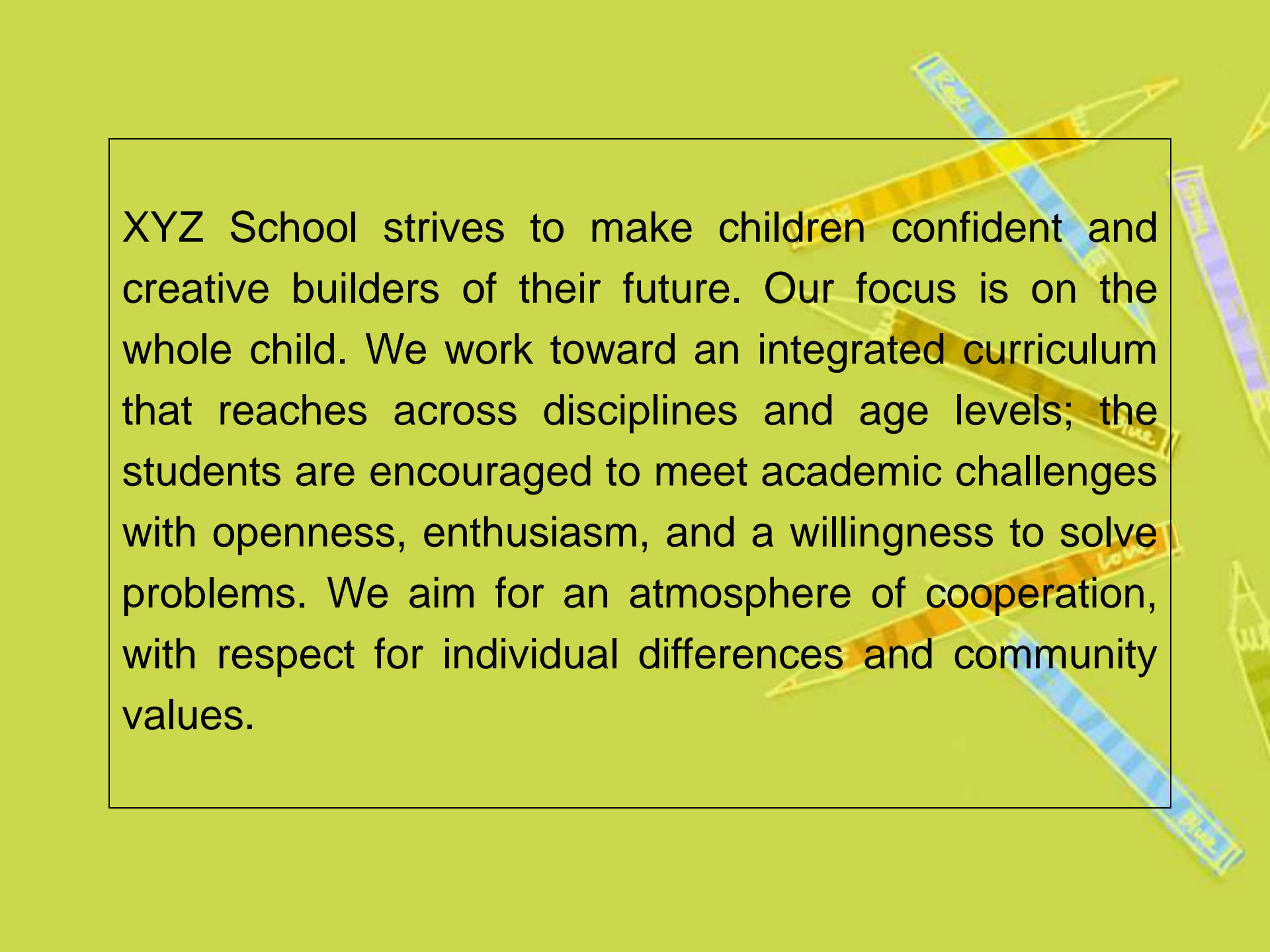
How would you like to fill up the gap.

Vision or Mission
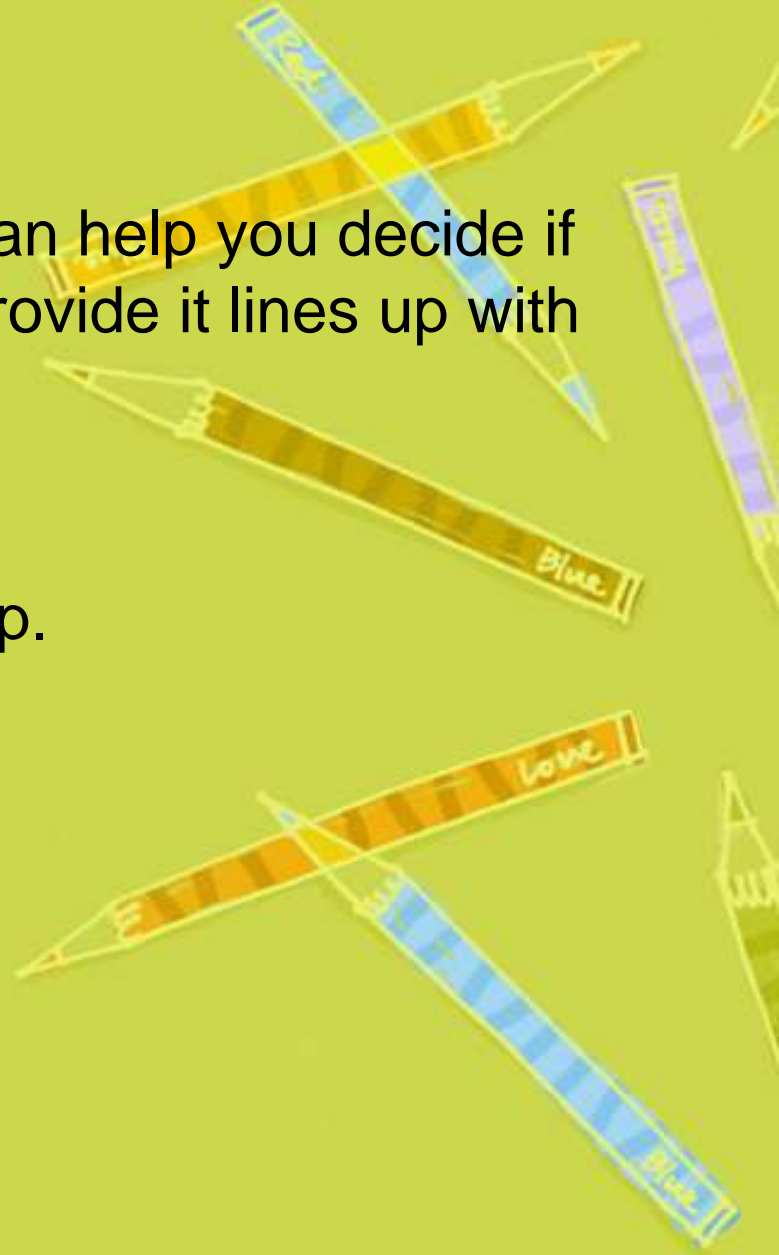
ABC School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

XYZ School strives to make children confident and creative builders of their future. Our focus is on the whole child. We work toward an integrated curriculum that reaches across disciplines and age levels; the students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. We aim for an atmosphere of cooperation, with respect for individual differences and community values.

Quality Objectives

Focus Areas	% of School:
Purchasing	21%
Maintenance	24%
Transportation	25%
Foods Services	26%
Communication	44.8%
Student achievement	50%
Teaching methods	50%
Administration	80%

Focus areas of process improvement efforts

Quality Objectives

Quality Objectives	Metrics Tracked
Student Achievements	• Results of XXXXXXXX exam • The XXXXXXXX measures of Academic Progress a computer adaptive test administered three times per year in grades kindergarten through 9, provides the virtually real time results necessary to identify students' instructional level, adjust instruction, set targets, and monitor progress in reading and mathematics.

Quality Objectives

Quality Objectives	Metrics Tracked
Student Engagements	Key metrics include the following: • The number of school staff trained in responsibility training and control theory – self discipline • Attendance rate • Disciplinary action • Suspension rate • Expulsion rate • Graduation rate • Student activity participation rate (ex curricular activities)

Quality Objectives

Quality Objectives	Metrics Tracked
Customer Satisfaction	Results of an annual customer satisfaction survey, administered to all parents/guardians of students, indicate satisfaction related to 10 statements: • My child looks forward to going to school • If my child has a school-related problem, school staff will inform me of the problem. • If my child has a school-related problem, school staff will offer adequate support in solving the problem. • I feel my child is being challenged to do his or her best in school. • When I contact or visit the school I am treated with respect. • When I have a request I feel my request will be given fair consideration. • I feel that the school staff makes it relatively easy for me to interact with them about things that are important to me as a parent. • When I contact or visit the school, I feel I receive accurate information. • I feel that my child's school is working to help my child succeed. • Overall, I would my child's school a grade of: **A** (Excellent), **B** (Good), **C** (Average), **D** (Fair), **F** (Poor)

Quality Objectives

Quality Objectives	Metrics Tracked
Operational Efficiency	The number of deviations – defined as problems related to State expectations, or problems that create inefficiencies or difficulties for staff and students – is the primary metric. Within deviations, two types of measures are tracked:
	1. Expectations • Alignment to school mission • Personal responsibility • Service to students • Supporting environment • Resource availability • System approach • Feedback • Professionalism • Collaboration • Honesty • Access and Knowledge • Clear purpose **2. Process** • Related to administrative office functions • School facilities • Materials and/or services to schools • Internal communication • Parent satisfaction • Student satisfaction • Curricular and institutional enrollment or placement

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1.4.2   Control of documents

The school shall establish a documented procedure describing the arrangements for:

a)   preparing, reviewing and approving internal documents including their identification, revision and retention,
b)   controlling external documents, including the relevant regulations that should be continuously kept updated,
c)   ensuring that relevant documents are available to all concerned within the school and to the interested parties.

What are some examples of documents in a school?

Accreditation Standard for Quality School Governance Version 2008

1.4.3   Control of records

The school shall identify and maintain records to provide evidence of conformity to this standard. A documented procedure shall be established to define control of records providing for identification, indexing, storage, retention time and disposition. In addition, the school shall also identify and maintain records based on the applicable statutory and regulatory requirements.

What are some examples of records in a school?

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1.5   Financial resources

The school shall provide financial resources which shall be capable of sustaining a sound educational programme consistent with its stated mission and objectives for long term stability.

1.6   Compliance to statutory and regulatory requirements

The school shall identify and comply with the applicable statutory and regulatory requirements pertaining to the services provided.

Mention few areas where statutory / regulatory requirements are to be complied with?

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Section 2: Educational and Support Processes

The school shall determine and provide resources required for the effective delivery of curriculum along with the support services such as human resources, infrastructure, health & safety and work environment.

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2.1   Human resources

The school shall have adequate management, teaching and support staff, with appropriate qualifications and competencies to carry out the school's programme, services and activities.

The school shall:
a) meet the applicable statutory and regulatory requirements related to adequacy and competency of managerial, teaching and support staff.
b) carry out regular reviews for identifying competency and pedagogy needs for effective delivery of curriculum
c) enable staff to conduct regular self appraisal of their performance and to project their professional development needs
d) provide necessary training or recruit to meet the competency gaps (refer b & c),
e) maintain records of qualification and experience, continual professional development activities of staff through education and training including attending seminars, workshops.

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2.2   Curriculum

The school shall:
a)   adopt/develop course curriculum based on requirements specified by state and/or national educational bodies,
b)   ensure that the curriculum meets the various developmental needs of students including academic, social, physical, emotional and ethical values.
c)   review the enabling requirements for effective delivery of curriculum keeping in view the current educational thinking and pedagogy,

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2.2.1   Teaching- learning process

The school shall provide appropriate support and resources to implement and deliver the course curriculum. The teaching staff shall implement the course curriculum through a range of approaches and teaching strategies that recognize diverse learning style relevant to the learning needs. The delivery among others shall include the following;

a)   course planning and development,

b)   development of course time table, delivery of curriculum; yearly, term-wise, weekly,

c)   monitoring and evaluation of learning of students by way of continuous assessment, tests, examinations, feedbacks as appropriate,

d)   records of the stage wise course delivery and student evaluation shall be maintained.

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2.2.2   Examinations and assessments

The school shall:

a) analyze student performance through a variety of methods that will include formal testing, project work, or any other means as deemed fit,

b) use the result of student assessment to evaluate and revise curriculum and methodology of delivery on a continuing basis,

c) record, analyze and report to interested parties the results of school and student's academic performance,

d) ensure that teachers operate with current and harmonized evaluation criteria,

e) ensure confidentiality of examinations including paper setting,

f) regularly monitor the student assessment procedures.

Note : Examination process may be regularly reviewed for its adequacy and accuracy.

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2.2.3   Social & Career development

The school shall work cooperatively with parents and keep them informed of the social development of their children. The school shall have processes and forums to enable students to remain well informed on social issues.

The school shall have arrangement to provide counseling services to students for their career development.

Note : 1.   Processes and forums may include activities such as community service, student   governance, environmental issues and others as deemed fit.

2.   Career counseling may include guidance on vocational training, higher education and employment opportunities.

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2.2.4   Physical development

The school shall have adequate facilities for providing recreation activities and physical education as well as for conduct of various co-curricular and extra curricular activities including indoor /outdoor games and appropriate programmes for physical development of the students.

2.2.5   Ethical values

The school shall have appropriate programmes to promote and inculcate good moral conduct and ethical value system.

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2.3   Admissions policy

The school shall:

a) establish documented policy and procedures for admissions including policy on concessions. The admission policy and procedure shall comply with the applicable statutory and regulatory requirements,

b) prepare information brochure/prospectus, describing the information on school's policies and programmes. It shall provide for easy and un-ambiguous understanding of rules and regulations concerning conduct/discipline, attendance norms, financial obligation on part of students/parents, assessment / qualifying criteria,

c) provide for safe custody of the documents submitted by the students including birth certificates, certificates of previous school levels and deposits if any.

Note: The brochure may form part of formal agreement between school and student/parent at the time of admission.

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Quality School Governance Version 2008

2.4   **Learning environment**

The school shall provide conditions to facilitate learning environment for both indoor and outdoor activities. The learning environment shall include safe class rooms, offices, laboratories, common spaces and other facilities.

As a prelude to learning environment, the school shall monitor and address issues relating to environmental conditions including:

a) adequate illumination
b) adequate ventilation
c) housekeeping and cleanliness
d) safeguard against excessive weather conditions like dust, cold, heat, humidity and rain
e) controlling noise and distractions

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2.5   Infrastructure

The school shall identify, provide and maintain the specific infrastructure and equipments to support the educational and support processes. These shall be safe, clean and well maintained.

The school shall define responsibilities and authorities for carrying out purchase, storage, safeguarding, installation, usage and maintenance activities, and for analyzing the associated risks regarding human security and hygiene.

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2.5 Infrastructure (Contd.)

Infrastructure and equipment shall include as appropriate:

a) buildings, working space, class rooms, laboratories, workshops, computational and networking facilities, libraries, hostel, playground, canteens,
b) associated facilities such as safe drinking water, electricity with proper installation, gases and fuels, health and sanitation services,
c) equipment for teaching-learning process including accessories, supplies and consumables,
d) support services such as transport, communication,
e) meet the applicable statutory and regulatory requirements.

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2.5   Infrastructure (Contd.)

Note 1:   Where appropriate, the transport facilities shall meet applicable safety standards including regular maintenance and upkeep of vehicles. Special attention shall be given on drivers and other support staff with regard to their skill, behavior and health condition.

Note 2:   Where appropriate, the school shall meet applicable standards of nutrition, safety and hygiene (preparing, storing & serving) for facilities like canteen, mid day meal etc.

How should a school go about to ensure safe drinking water?

Accreditation Standard for
Quality School Governance Version 2008

2.6   Health and safety

The school shall determine, maintain and comply with health and safety norms including:

a) appropriate procedures and training for all staff members to implement emergency and crisis plans & handle accidents
b) applicable statutory and regulatory requirements,
c) provision for emergency situations covering both indoor and outdoor activities,
d) health policies which include collection of medical information for all staff and students, immunization against common diseases and maintenance of comprehensive records. This shall include periodic health check up of all students and staff.

Accreditation Standard for Quality School Governance Version 2008

Section 3: Performance measurement and improvement

3.1   General

The school shall periodically monitor and measure the effectiveness of the educational and support processes as required in the respective clauses of the standard.

Note : The school may identify suitable indicators to monitor and measure its performance.

Few suggested examples are:
a)   parent/teacher interactions
b)   social interactions
c)   health and safety incidences

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3.2   Self assessment

The school shall establish a self assessment process to periodically and effectively assess the compliance of the standard. This process shall be used as a management tool for an independent assessment of educational & support processes and performance of indicators thereof. Results of self assessment shall be recorded and maintained.

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3.3 Complaint Handling

The school shall establish a documented procedure for complaint handling process. Various steps in the complaint handling process shall include the following:

a) providing information regarding complaint handling process to all interested parties
b) acknowledgement of the complaint
c) investigation for redressal of the complaint
d) communication with the complainant for satisfactorily closure of the complaint

Records of all complaints and actions taken for the above shall be maintained by the school.

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## 3.4	Continual Improvement

The school shall regularly assess the effectiveness of teaching and learning. The school shall identify and initiate continual improvement projects through involvement of students, teachers and other stakeholders. It shall implement suitable corrective and preventive actions at various levels.

The school's management shall ensure effective management, collection, validation and analysis of data to monitor the school's performance as well as the satisfaction of interested parties.

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3.4   Continual Improvement (Contd.)

Where possible, school shall collect/share data from/with other schools and benchmark with its own data to improve upon in deficient areas.

Note : Few suggested sources of data are:

a) student and interested party(s) feedback on elements of curriculum (2.2),
b) academic performance indices,
c) student attendance,
d) student drop out rate,
e) teacher turnover ratio.

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3.5   Performance review

The Management committee shall carry out periodic reviews in order to assess the effectiveness in the fulfillment of requirements of the standard. The agenda among others shall include

a)   review of mission and quality objectives,
b)   results of self assessment,
c)   feedback/complaints from students/parents/interested parties,
d)   academic results,
e)   suitability and effectiveness of curriculum
f)   adequacy and utilization of resources
g)   corrective and preventive actions
h)   compliance to statutory and regulatory requirements.
i)   compliance status of the standard (report from Accreditation Coordinator)

Self Assessment

❖ Self assessment is a vital part of Accreditation Process

❖ Spent time and efforts in conducting self-assessment

❖ Self assessment must present an honest view of the school

❖ Involve teachers/staff in self assessment

Stages of self-assessment

- ❖ Identify the role of self-assessment
- ❖ Commit to the process
- ❖ Identify the self-assessment team and provide training
- ❖ Undertake the self-assessment and manage the process
- ❖ Identify priorities for improvement/ plan actions/ implement actions
- ❖ Review

Self assessment Questionnaire (indicative) Academic Related (curriculum and delivery of Education/Teaching, Examination)

	Assessment Parameters	Response
1.	How has the teacher planned the lesson?	
2.	The type of lesson/notes written by the teacher	
3.	Are they useful?	
4.	Does the teacher cover the specified course and syllabus for the term?	
5.	Are questions being put to students thought provoking and well distributed ?	
6.	Are students encouraged to put questions on the subjects?	
7.	Are audio/visual aid being used?	

Self assessment Questionnaire (indicative) Academic Related (curriculum and delivery of Education/Teaching, Examination)

	Assessment Parameters	Response
8.	How far are A/V aid effective	
9.	Are teachers providing a summary of learnings?	
10.	Are assignments given by the teachers in a judicious and scientific manner?	
11.	Are class works given regularly?	
12.	Are corrections regularly made and followed up?	
13.	Are home work being given regularly?	
14.	Are corrections regularly made and followed up?	

Self assessment Questionnaire (indicative) Academic Related (curriculum and delivery of Education/Teaching, Examination)

	Assessment Parameters	Response
15.	Are assessment records for class work and home work kept?	
16.	What methods are used by the teachers in teaching the lessons?	
17.	How far the methods effective?	
18.	Are periodic test held?	
19.	If so, at what interval?	
20.	Do teachers write the diary regularly and properly.	
21.	How far does it help the teachers and authorities in assessment of work?	
22.	How are the tests and examination in school organized?	

Self assessment Questionnaire (indicative) Academic Related (curriculum and delivery of Education/Teaching, Examination)

	Assessment Parameters	Response
23.	How far are modern techniques in setting and evaluation papers used?	
24.	How is record of tests and examination kept in the school? Is it properly maintained?	
25.	Are progress reports of students regularly sent to the parents?	
26.	Are progress reports kept in proper and safe custody?	
27.	What remedial steps have been taken by the teachers to remove the weakness of students?	
28.	Does records are kept for such students and of the progress achieved by them?	

Self assessment Questionnaire (Indicative) Infrastructure Related (Library)

	Assessment Parameters	Response
1.	Does the school have an adequate library, standard books and a reading room for students and teachers both?	
2.	What kinds of dailies, weeklies and educational and other journals subscribed by the school?	
3.	How far are they used by the students and with what results?	
4.	How has the library service been organized in the school?	
5.	What is the system of issue of books, reference books and journals, etc.?	
6.	How far has the librarian succeeded in inculcating the habit of general reading amongst the students who go to the library?	

Self assessment Questionnaire (Indicative) Infrastructure Related (Library)

	Assessment Parameters	Response
7.	(a) What help is being rendered by the librarian and the teacher to the students so far as reading of books and journals, etc. is concerned? (b) How far has it been effective?	
8.	(a) What is the system of purchase of books in the school? (b) Is it proper and helpful in building up a good library?	
9.	How are the books and new arrivals displayed by the Librarian?	
10.	Are the seating arrangements in the Library and Reading Room adequate and proper?	

Self assessment Questionnaire (Indicative) Infrastructure Related (Library)

	Assessment Parameters	Response
11.	Is there any library period in the school time-table? If so, who attends it?	
12.	The average number of books issued by the librarian daily to students.	
13.	a) Is physical verification made very year? b) Who makes it? c) Has it been properly done?	

Self assessment Questionnaire (Indicative) Physical Development

	Assessment Parameters	Response
1.	Does the school have adequate play-grounds?	
2.	If so, how are they maintained?	
3.	If no, how is the physical education programme including physical training exercises, gymnastics, games and sports organized by the school?	
4.	How are the games and sports organized by the school? (if the playground is available)	
5.	Are games available to all the students or only to a few?	
6.	How does the school, propose to provide games for all?	

Self assessment Questionnaire (Indicative) Physical Development

	Assessment Parameters	Response
7.	a) Are games and sports materials adequate in the school? b) If not, give the deficiencies.	
8.	What percentages of the school-fund are utilized for: a)Organizations of games material and other equipment; b)Purchase of games material and other equipment; c)Participation in the tournaments and competitions; d)Refreshment to the players?	

Self assessment Questionnaire (Indicative)
Co-curricular Activities

	Assessment Parameters	Response
1.	What specific co-curricular programmes or activities are organized by the school?	
2.	What is the percentage of the participation in each programme by the: i) Students ii) Teachers	
3.	On what system are the co-curricular activities organized (house system, class or prefect system)?	
4.	How do these activities fit within the school-time table?	
5.	How much time is devoted on these activities by the students and teachers: i) Within the school hours ii) Outside the school hours	
6.	How are group activities organized by the school?	

Self assessment Questionnaire (Indicative) Co-curricular Activities

	Assessment Parameters	Response
7.	How far do these programmes help individual talent to grow?	
8.	How and in what manner are these activities evaluated?	
9.	What record is kept of the participation: i) of students; ii) of teachers along with names?	
10.	How far does it give the correct picture of the achievements of the students and the teachers?	
11.	Is any weightage given for achievement in this programme to the students for promotion to the next class?	

Self assessment Questionnaire (Indicative)
Co-curricular Activities

	Assessment Parameters	Response
12.	What facilities, if any, have been provided for: i) Work experience programme ii) Workshop practice iii) Development of Hobbies iv) Dance, drama and Music v) Other activities, such as National cadet corps, scouting, Girl guides, etc.	
13.	What percentage of the school funds are utilized for various activities under the co-curricular programme?	
14.	How does school celebrate various functions and important days (e.g. Independence Day, Republic Day, Foundation Day, Anniversaries of great men, etc.)	

Self assessment Questionnaire (Indicative) Co-curricular Activities

	Assessment Parameters	Response
15	Is any record of such activities kept by the school and in what manner?	
16.	What types of incentives are given by the school to the students for the meritorious performance in: i) Studies ii) Games and sports iii) Co-curricular activities iv) Other activities	

Self assessment Questionnaire (Indicative) School Overall Facilities

	Assessment Parameters	Response
1.	Whether school run in a proper building	
2.	Whether proper lighting, ventilation and laboratory facilities exist and if so, are they adequate?	
3.	Whether the class-rooms have enough space for existing enrolments?	

Self assessment Questionnaire (Indicative) School Plant and its Maintenance

	Assessment Parameters	Response
4.	i) Whether drinking water facilities have been provided in the school? ii) Are the water taps sufficient in number to meet the requirements of school? If not, what other arrangements have been made by the Head of School for this purpose? iii) Whether school is testing drinking water?	
5.	i) Whether electric connection exists in the school and if so, are the electric installations kept safe from danger ii) Are they regularly inspected.	

Self assessment Questionnaire (Indicative) School Plant and its Maintenance

	Assessment Parameters	Response
6.	Whether the minor repairs to the school building and its appurtenances being regularly done?	
7.	Whether the school building and the school premises are kept neat and tidy?	
8.	Has any project for beautification of school been taken up by the Head of school, and if so, with what results?	

Thank you

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Accreditation and Rating

Accreditation

Accreditation is a process of establishing competence of a school in delivering the requisite elements of education and its ability to carry out evaluation to make professional judgement. It focuses on learning, self development and encourages the school to pursue continual excellence.

Accreditation is awarded, after carrying out structured assessment of compliance to the accreditation standard.

There is no provision for grant of rating within the accreditation.

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Accreditation and Rating

Rating

Rating is sometimes practiced to develop healthy competition among the same group. In some cases, regulatory agency may use the rating for specific purposes such as grant of licenses, grant of incentives etc.

Maturity level based on the compliance status of accreditation standard can be used for rating a school. Accreditation checklist (table I) can be used for this purpose. The computed score from this checklist will determine the maturity level of a school (refer rating criteria table II).

Note : Where rating is not a requirement, the checklist can be used in carrying out self assessment by the school to verify the status of compliance of the accreditation standard.

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Accreditation and Rating

Guidance on the use of accreditation checklist

1. Compliance and effectiveness of respective parameter (table 1) is rated on a scale of 0 to 5:

   0   - absence of the parameter
   1   - unstructured practice
   3   - compliance to the standard
   5   - best in class performance

(the score of 2 may be given for performance falling in between 1 & 3 and likewise the score of 4 may be given for performance falling in between 3 & 5)

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Accreditation and Rating

Guidance on the use of accreditation checklist (Contd.)

2.   The consolidated score of all parameters is used for determining the maturity level of the school (refer rating criteria table II).

3.   The checklist may be used by the school for conducting self assessment to evaluate its preparedness before applying for accreditation.

4.   Appropriate training would be necessary for using the accreditation checklist.

Note : Accreditation in general symbolizes with the maturity level 3 (ref table II).

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Accreditation Checklist

S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
	Section -1 : School Governance							
1	documented mission and vision							
2	measurable quality objectives							
3	dissemination of mission, vision and quality objectives							
4	involvement of the staff in compliance of mission, vision and objectives							
5	identification and planning of resources for effective implementation of education system							
6	empowerment of the head of school							
7	allocation and communication within school, of responsibilities and authorities for all personnel involved in key functional areas							
8	role of Accreditation Coordinator in monitoring the compliance of standard and communicating within school							

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Accreditation Checklist		Compliance & Effectiveness Score						
S.No.	**Key Parameters**	**0**	**1**	**2**	**3**	**4**	**5**	**Supporting Evidence**
9	Accreditation Manual							
10	control of documents							
11	control of records							
12	control on outsourced processes							
13	identification of interested parties requirements							
14	identification of statutory and regulatory requirements							
15	**Financial resources** Stability of the financial system to support school's education program including compliance to statutory and regulatory requirements							
16	**Compliance** status of overall compliance to applicable statutory and regulatory requirements							

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S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
	Section -2 **Educational and Support Processes**							
17	**Human resources** i. Identification of competency needs of managerial, teaching and support staff for effective delivery of curriculum							
18	i. compliance to the statutory and regulatory requirements in relation to the competency of managerial, teaching and support staff							
19	iii. self appraisal by staff projecting self development and pedagogy needs and continuous professional development of managerial, teaching and support staff							
20	**Curriculum** compliance with the applicable statutory and regulatory requirements							
21	**Teaching- learning process** i. existence of course planning, development and delivery							
22	ii. monitoring of learning outcomes							
23	**Examinations and assessments** i. assessment methods and their effectiveness in measuring the learning outcome as specified in the curriculum							

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S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
24	i. recording, analysis and reporting of results							
25	i. confidentiality and security of examinations and assessments							
26	**Social & career development** avenues for social & career development							
27	**Physical development** provision for recreation activities and physical development							
28	**Ethical values** programmes for inculcating moral and ethical value system							
29	**Admissions** i. compliance to documented policy and procedures for admission							
30	ii. adequacy of information brochure/prospectus							
31	iii. provision of safe custody of documents submitted by students							

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S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
32	**Learning environment** * illumination * ventilation * housekeeping and cleanliness * temperature/ humidity * noise and distractions							
33	**Infrastructure** i. identify, provide & maintain the infrastructure & equipments							
34	ii. compliance to applicable statutory and regulatory requirements							
35	**Health and Safety** i. appropriate hygiene & sanitation conditions including compliance to applicable statutory & regulatory requirements							
36	ii. emergency (indoor and outdoor) measures							
37	iii. health policy including periodic preventive medical check ups for students and employees							

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S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
	Section -3 **Performance measurement and Improvement**							
38	**General** periodic monitoring and measurement of compliance and effectiveness of the system							
39	**Self assessment** compliance status of self assessment process							
40	**Complaints Handling** effectiveness of complaint handling procedure							
41	**Continual Improvement** i. analysis of data to monitor school's performance and satisfaction of interested parties							
42	ii. continual improvement projects including corrective and preventive actions							
43	iii. use of tools and techniques including benchmarking							
44	**Performance review** i. review of mission and quality objectives							

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S.No.	Key Parameters	Compliance & Effectiveness Score						Supporting Evidence
		0	1	2	3	4	5	
45	ii. feedback/ complaints from students/ parents/ interested parties,							
46	iii. academic results							
47	iv. suitability and effectiveness of curriculum							
48	v. adequacy and utilization of resources							
49	vi. compliance to statutory and regulatory requirements							
50	vii. compliance status of the standard (report from Accreditation Co-ordinator)							

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Score	Maturity Level	Guidance
<75	Initial	System is in primitive stage. Practices in general are subjective.
>75 & < 125	Reactive	System is in early formative stage. Practices in general are correction (reaction) based
>125 & <175	Stable	System is defined and documented. People at all levels, in general, are aware about the requirements of the standard and practicing it.
>175 & <225	Improving	Date based continual improvement is evidenced in all key processes. Corrective and preventive actions are widely being practiced.
>225	Optimizing	Strongly institutionalized improvement process; best in class benchmarked results demonstrated.

Accreditation Standard for Quality School Governance

- Implementation Road Map
- Accreditation Process
- Accreditation Fee Structure

Implementation of Road Map

Road Map

❖ **Awareness among schools**
- ▪ Management Briefing (1/2 day)
- ▪ Workshop on the Standard (1 day)

❖ **Training Programme**
- ▪ Training module on implementing accreditation standard (3 days)

❖ **Assessors Programme**
- ▪ Training module on assessment/evaluation of schools for accreditation (3 days)
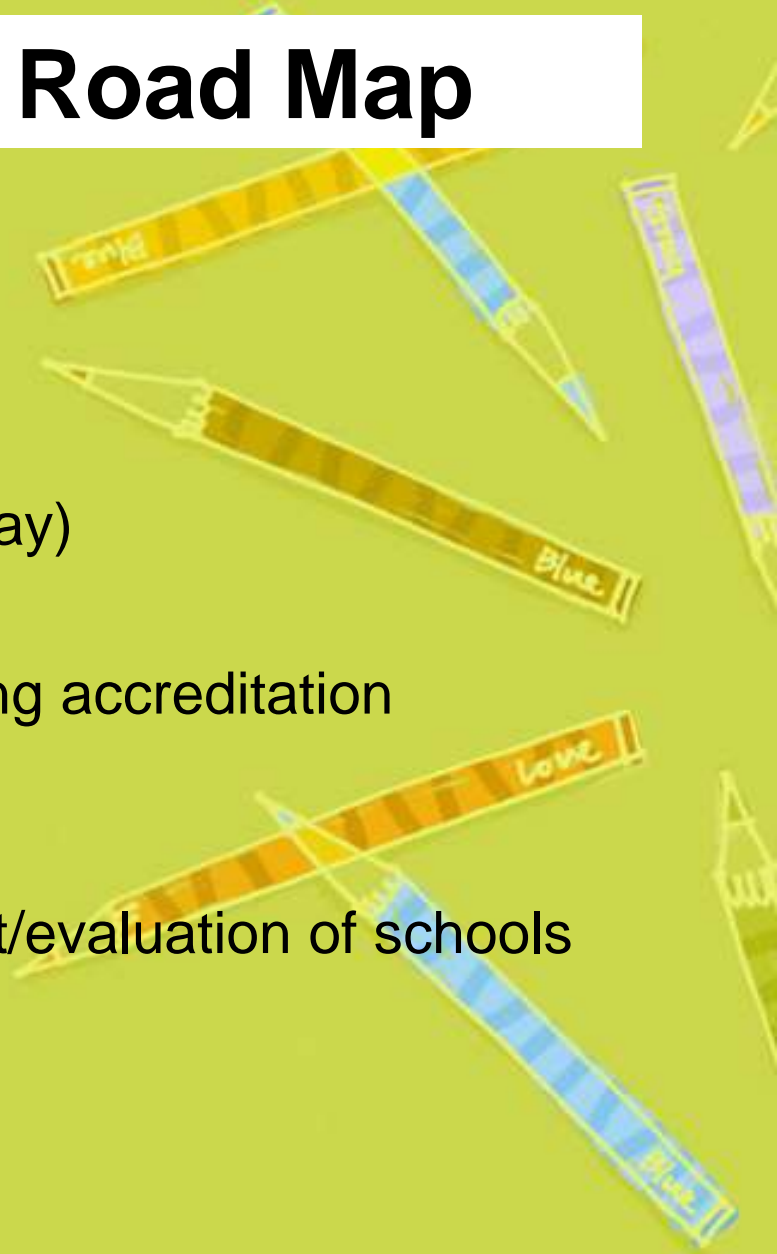
Accreditation Structure

National Accreditation Board for Education and Training (NABET)

Accreditation Committee

Technical Committee

Pool of Examiners
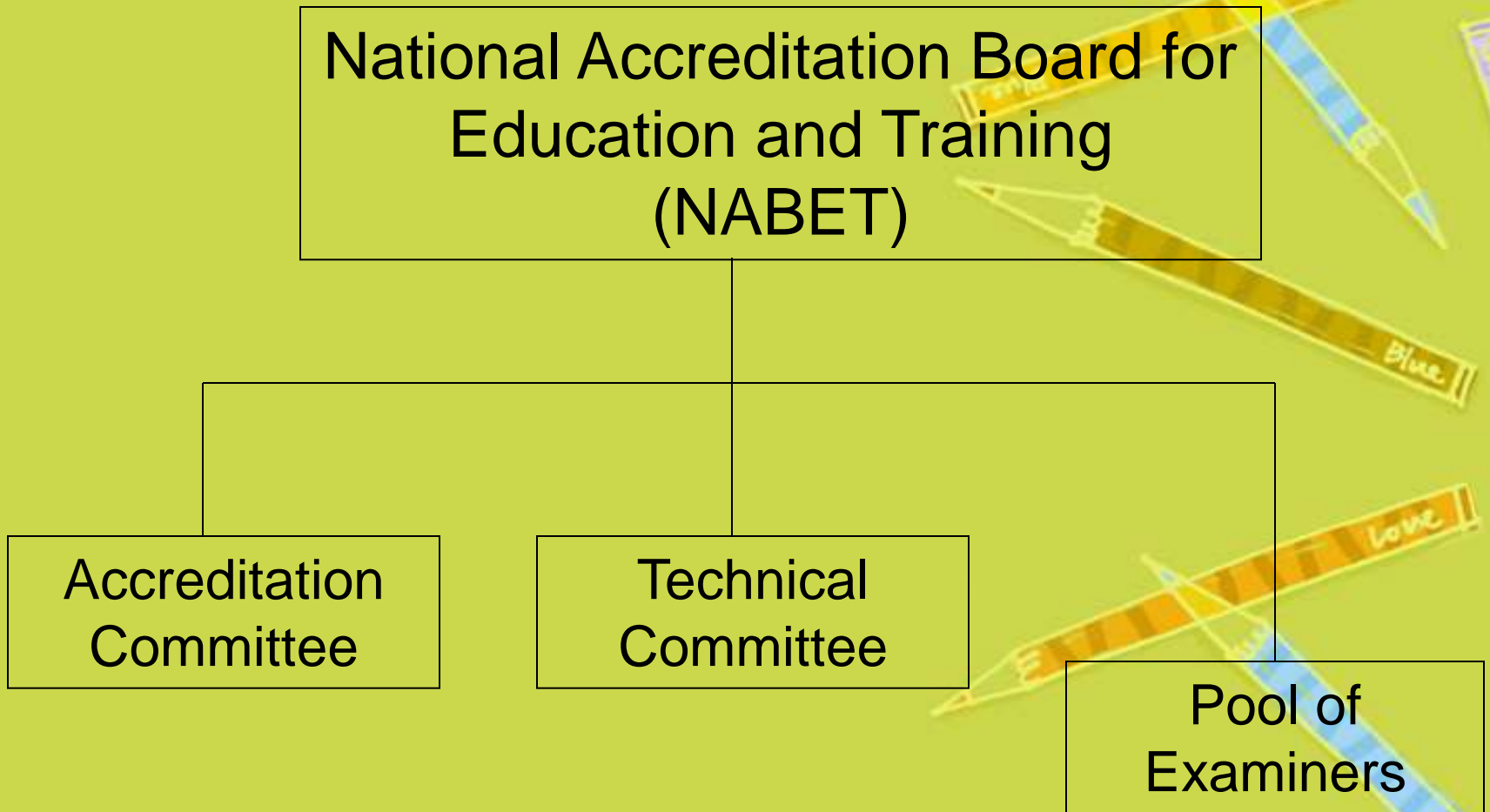
Accreditation Structure (Phase I)

Process

❖ School applies to NABET

❖ NABET conducts assessment using assessors from its pool

❖ Accreditation Committee recommends Accreditation

❖ NABET grants accreditation

Accreditation Structure (Phase II)
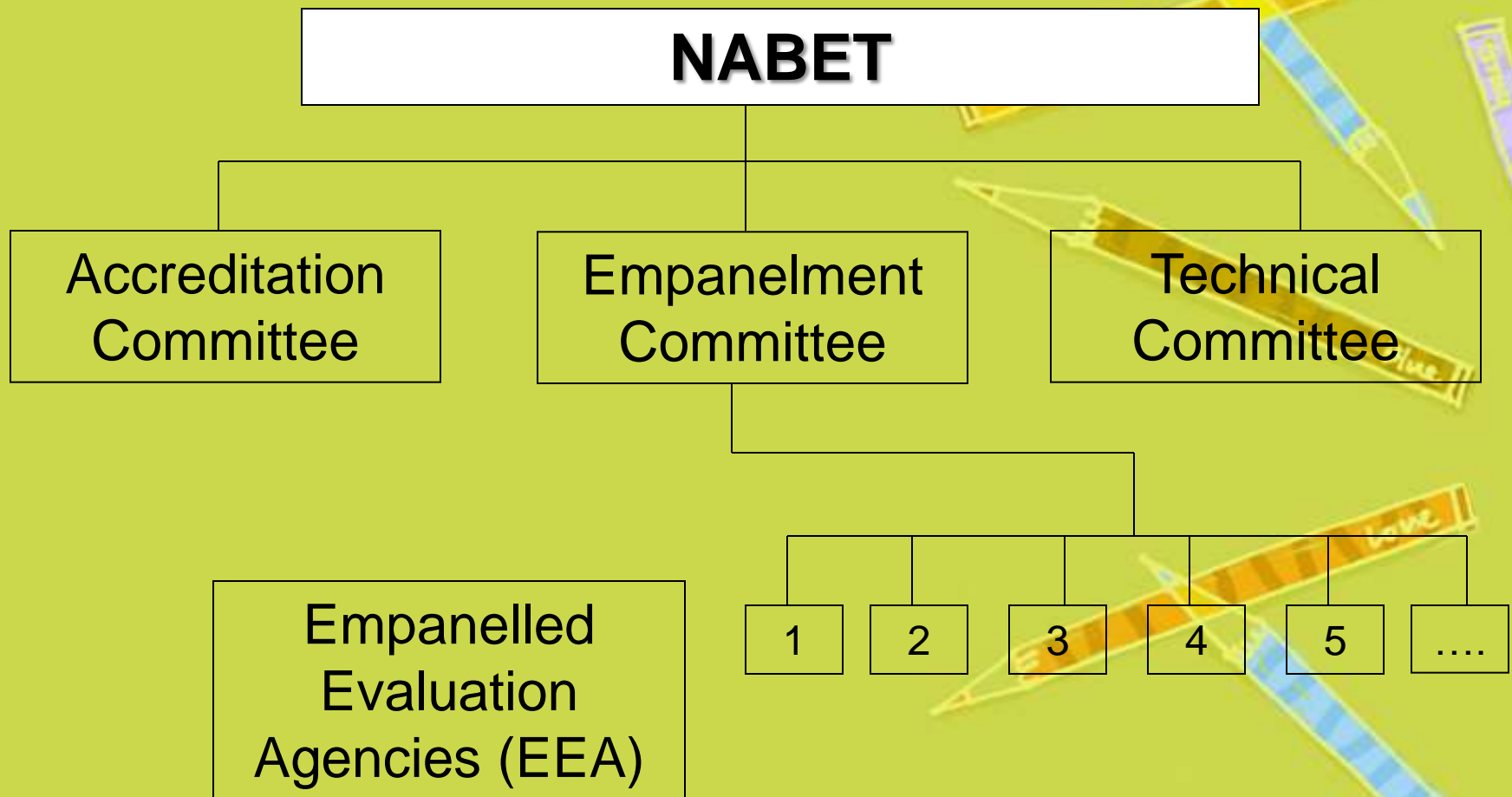
NABET

- Accreditation Committee
- Empanelment Committee
- Technical Committee

Empanelled Evaluation Agencies (EEA)

| 1 | 2 | 3 | 4 | 5 | .... |

Accreditation Structure (Phase II)

Process

❖ NABET through its Empanel Committee registers 'Empanelled Evaluation Agencies'

❖ Schools prepares for Accreditation and send application to NABET. NABET appoints Empanelled Evaluation Agency for assessment

❖ EEA submits report to Accreditation Committee

❖ Accreditation Committee recommends Accreditation

❖ NABET grants accreditation

NABET – Accreditation Process

Steps to School Accreditation

❖ The National Accreditation Board for Education and Training (NABET) has developed specific procedures for schools seeking accreditation. The process supports, enhances and stimulates growth and improvement throughout a school. The steps for seeking accreditation are as follows

Step 1:

> **School submits application to NABET along with Application Fees**
> (Self-assessment is included in the application)

Step 2:

> **School hosts Readiness Visit by NABET**

Contd..

NABET – Accreditation Process

Step 3: School submits letter of Commitment to comply with the findings arising out of Readiness Visit along with Annual Accreditation Fees

Step 4: School hosts Assessment by NABET Team

Step 5: NABET Communicates Assessment Team findings to School

Step 6: School acts on findings

NABET – Accreditation Process

Step 7:

Accreditation Committee of NABET review actions on findings

OK ?

If No → School may opt for repeat of **Step 4** (in part or in full) onwards after due preparation

Step 8:

If Yes

School is granted Accreditation by NABET valid for a period of 4 years with yearly Progress Review Visit by NABET

Contd..

NABET – Accreditation Process

Step 9:

School adheres to Accreditation Standard and engages in continual improvement; School hosts Periodic Progress Review Visits by NABET and submits annual accreditation fees every year

Step 10:

At the end of 4 years school submits application for continuance of Accreditation

Contd..

School Assessment Criteria & Fee Structure for Accreditation

Total number of Students in the School	Assessment Visits					Accreditation Fee	
	Readiness visit (man x days)	Accreditation Assessment visit (man x days)	Periodic Review Visit (man x days)			Application Fee	Annual Fee
			1st	2nd	3rd	(A)	(B)
Up to 500	1	2 x 2	1	2 x 1	1	Rs. 10,000/-	Rs. 20,000/-
501 – 1500	1	2 x 3	1	2 x 2	1	Rs. 10,000/-	Rs. 30,000/-
1501 – 3000	2 x 1	3 x 3	2 x 1	3 x 2	2 x 1	Rs. 20,000/-	Rs. 45,000/-
3001 – 5000	2 x 1	4 x 3	2 x 1	4 x 2	2 x 1	Rs. 20,000/-	Rs. 60,000/-
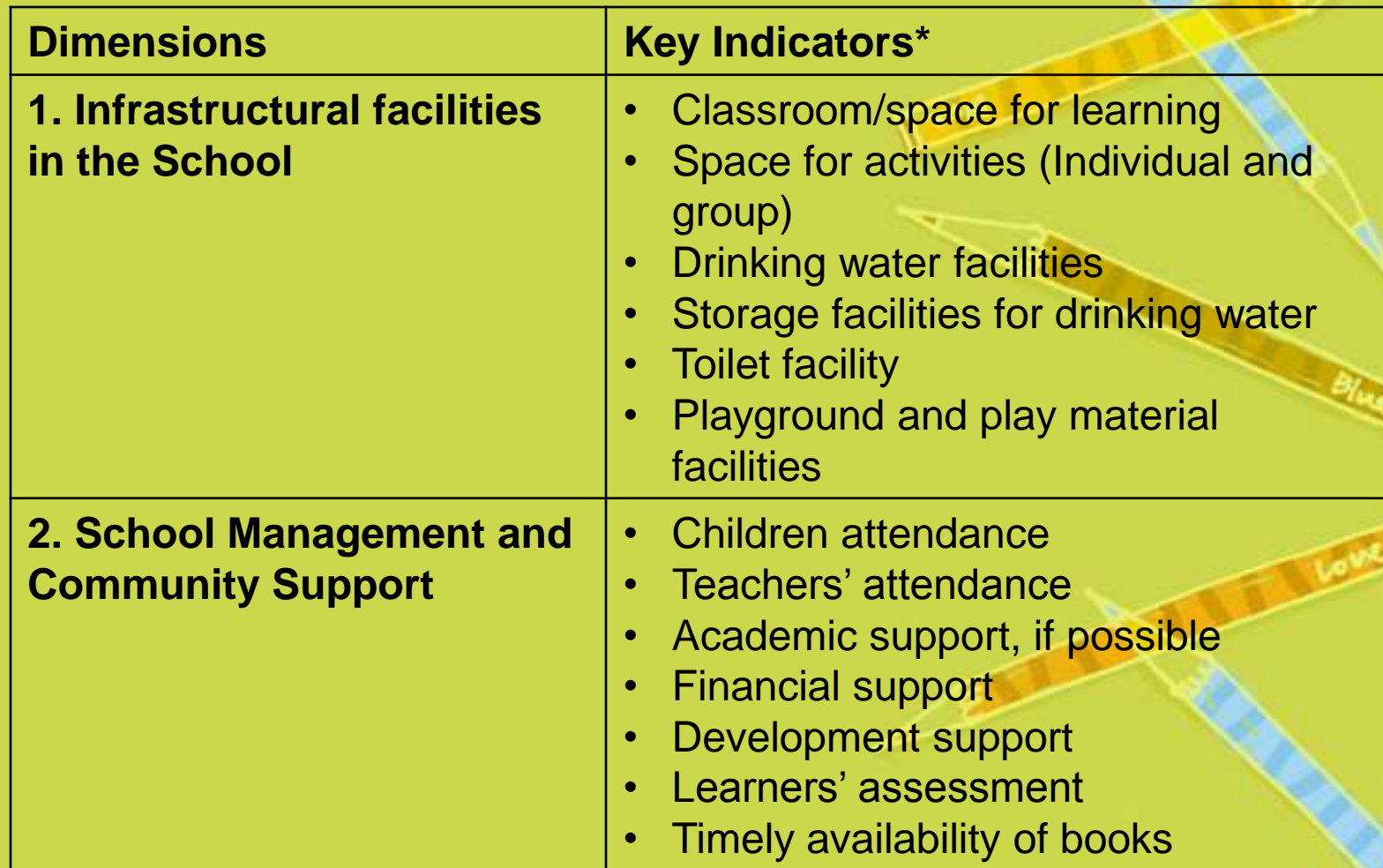
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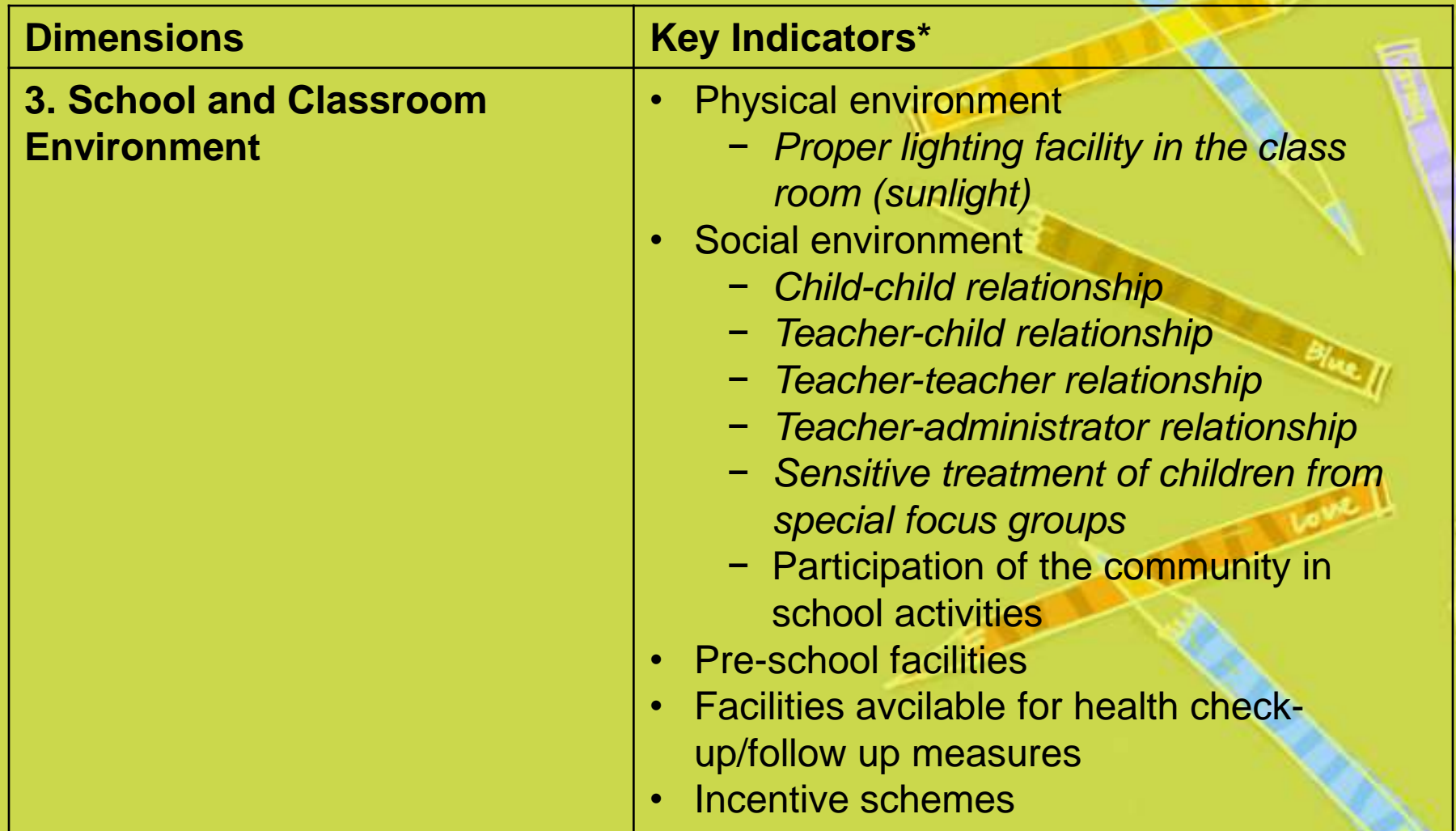
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nabet@qcin.org   Website: www.qcin.org
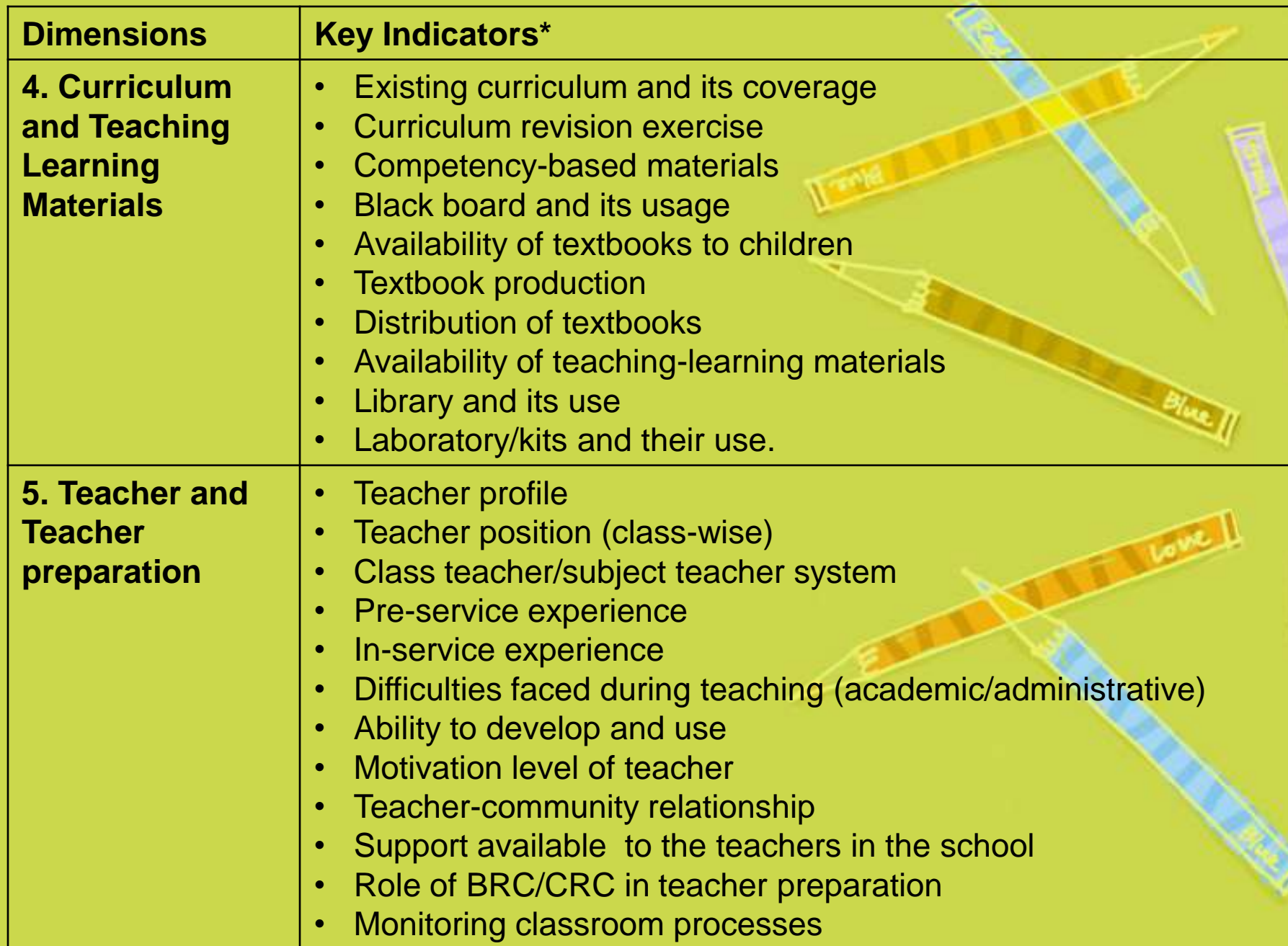
Dimensions	Key Indicators*
1. Infrastructural facilities in the School	• Classroom/space for learning • Space for activities (Individual and group) • Drinking water facilities • Storage facilities for drinking water • Toilet facility • Playground and play material facilities
2. School Management and Community Support	• Children attendance • Teachers' attendance • Academic support, if possible • Financial support • Development support • Learners' assessment • Timely availability of books
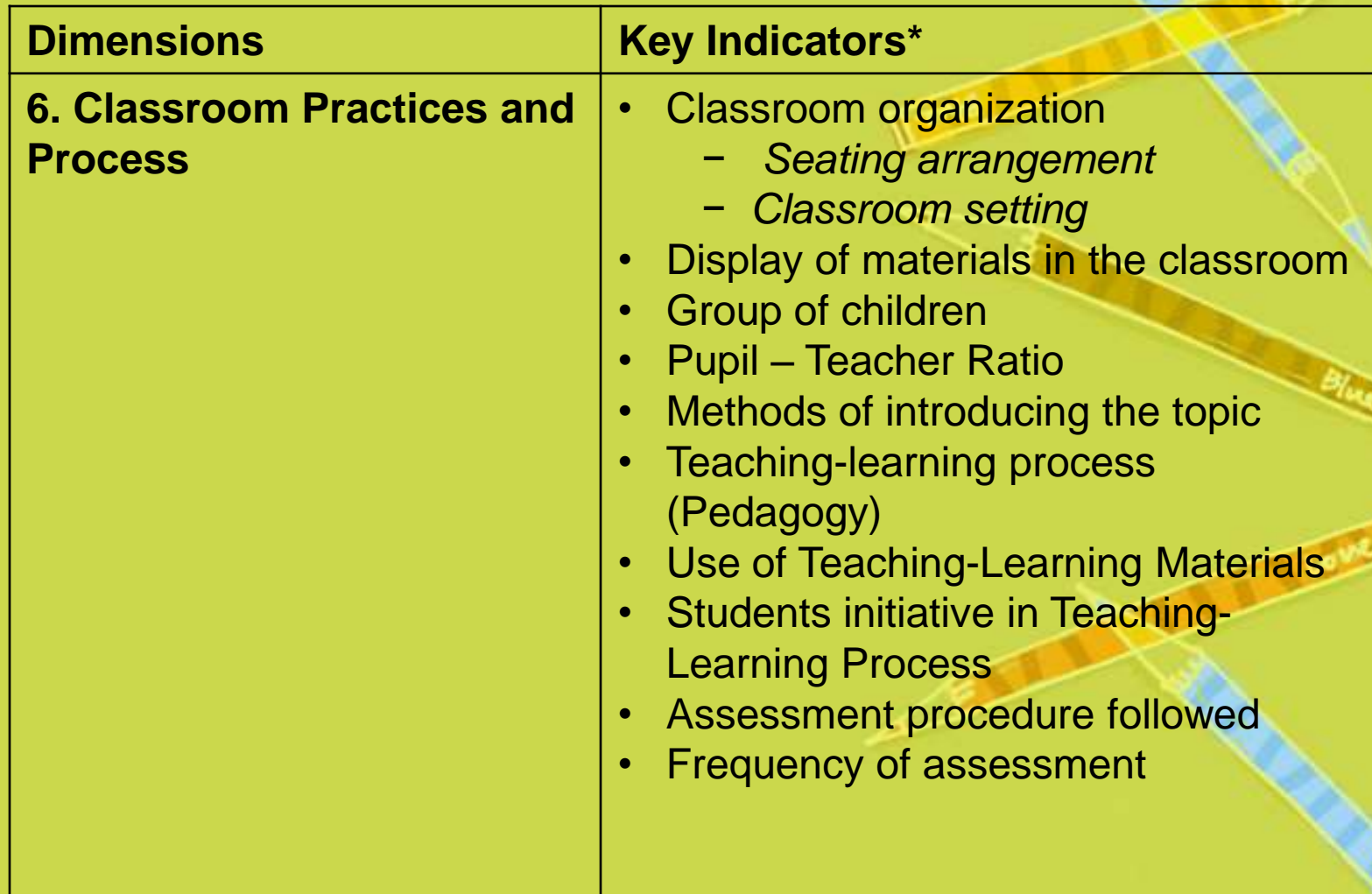
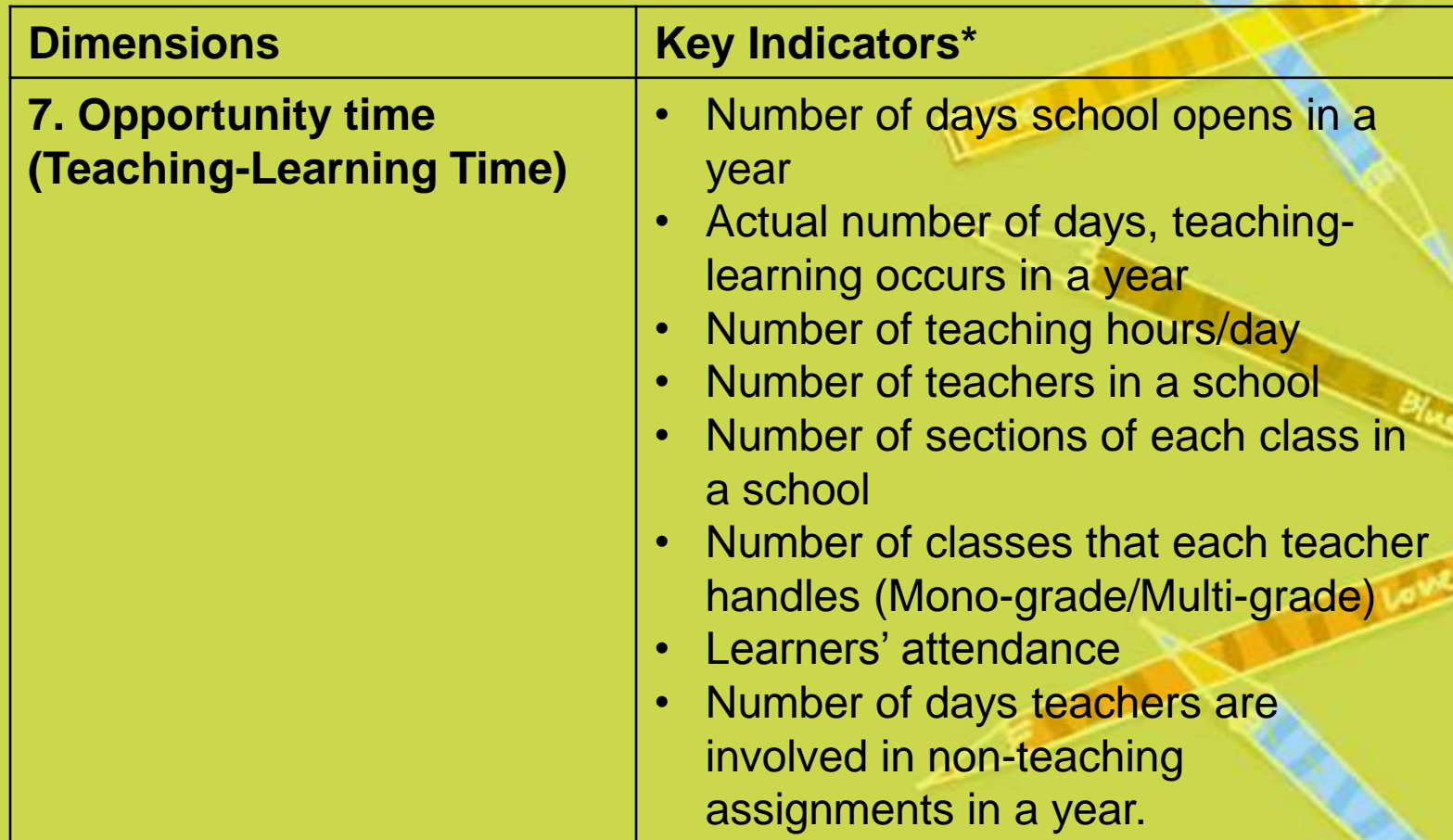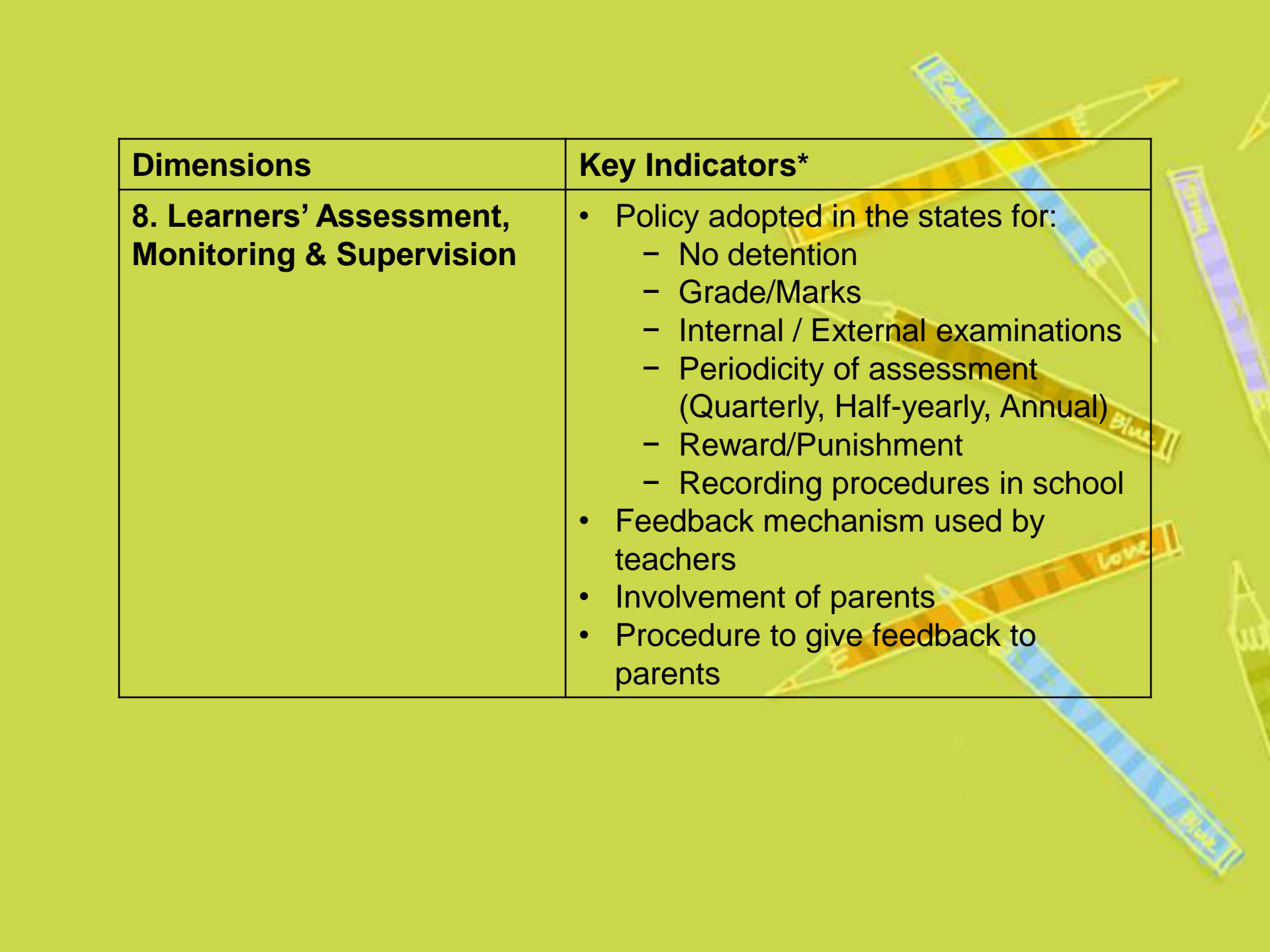| Dimensions	Key Indicators*
3. School and Classroom Environment	- Physical environment *Proper lighting facility in the class room (sunlight)* - Social environment *Child-child relationship* *Teacher-child relationship* *Teacher-teacher relationship* *Teacher-administrator relationship* *Sensitive treatment of children from special focus groups* - Participation of the community in school activities - Pre-school facilities - Facilities avcilable for health check-up/follow up measures - Incentive schemes

Dimensions	Key Indicators*
4. Curriculum and Teaching Learning Materials	• Existing curriculum and its coverage • Curriculum revision exercise • Competency-based materials • Black board and its usage • Availability of textbooks to children • Textbook production • Distribution of textbooks • Availability of teaching-learning materials • Library and its use • Laboratory/kits and their use.
5. Teacher and Teacher preparation	• Teacher profile • Teacher position (class-wise) • Class teacher/subject teacher system • Pre-service experience • In-service experience • Difficulties faced during teaching (academic/administrative) • Ability to develop and use • Motivation level of teacher • Teacher-community relationship • Support available to the teachers in the school • Role of BRC/CRC in teacher preparation • Monitoring classroom processes

Dimensions	Key Indicators*
6. Classroom Practices and Process	- Classroom organization *Seating arrangement* *Classroom setting* - Display of materials in the classroom - Group of children - Pupil – Teacher Ratio - Methods of introducing the topic - Teaching-learning process (Pedagogy) - Use of Teaching-Learning Materials - Students initiative in Teaching-Learning Process - Assessment procedure followed - Frequency of assessment

Dimensions	Key Indicators*
7. Opportunity time (Teaching-Learning Time)	• Number of days school opens in a year • Actual number of days, teaching-learning occurs in a year • Number of teaching hours/day • Number of teachers in a school • Number of sections of each class in a school • Number of classes that each teacher handles (Mono-grade/Multi-grade) • Learners' attendance • Number of days teachers are involved in non-teaching assignments in a year.

Dimensions	Key Indicators*

8. Learners' Assessment, Monitoring & Supervision	• Policy adopted in the states for:
	  − No detention
	  − Grade/Marks
	  − Internal / External examinations
	  − Periodicity of assessment (Quarterly, Half-yearly, Annual)
	  − Reward/Punishment
	  − Recording procedures in school
	• Feedback mechanism used by teachers
	• Involvement of parents
	• Procedure to give feedback to parents