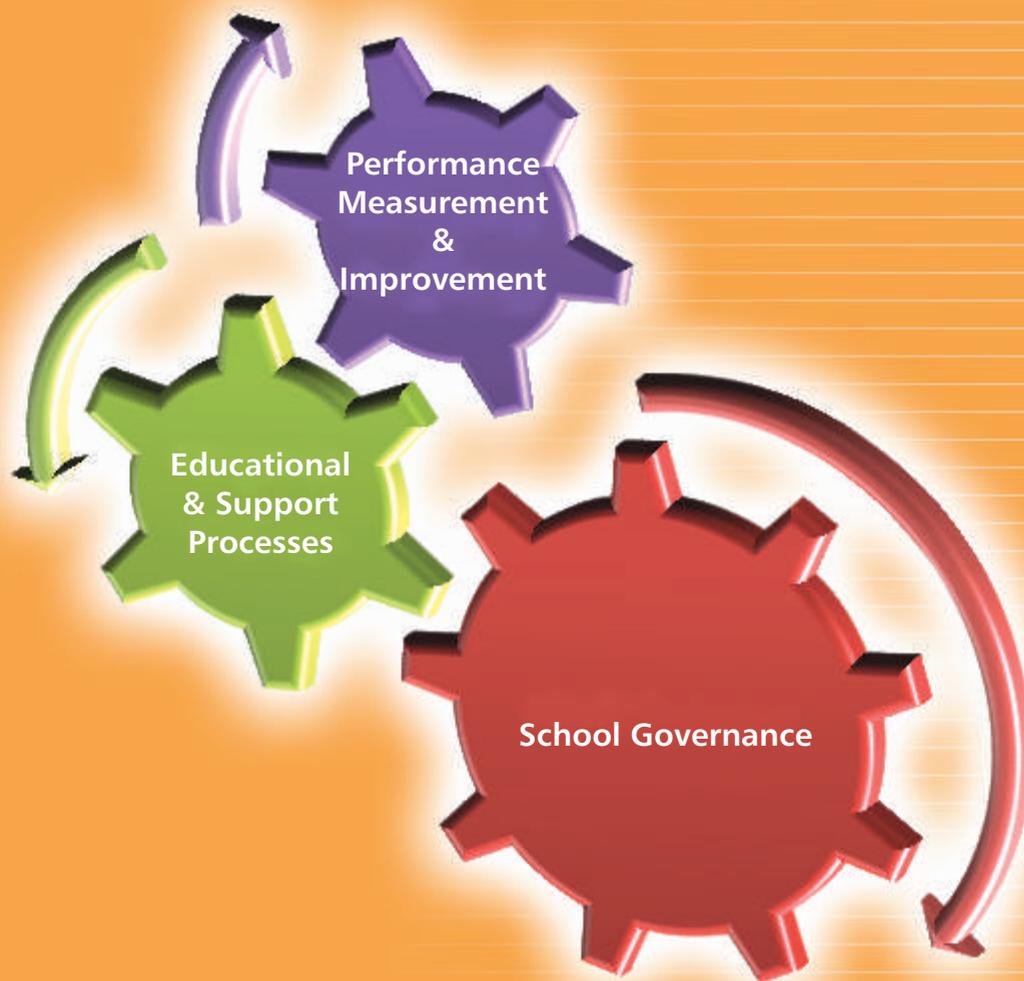


Accreditation Standard For Quality School Governance

(Second Edition: September 2008)



National Accreditation Board for Education and Training

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Background

Quality Council of India is a non profit, autonomous body set up jointly by Government of India & Indian Industry, to 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.

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.

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.

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

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.

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.

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.

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*

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 (iv)

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.*

ii) Education

the act or process of imparting or acquiring knowledge, skill or judgment.

iii) Educational process

process resulting in providing of educational service (iv)

iv) Educational service

service concerned with education.

v) School

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

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

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

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

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”.

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.

Standard for Accreditation

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.
- 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.

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

- d) 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).

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.*

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

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.

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.

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.

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.

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.

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.

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.

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,

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.

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.*

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.*

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.

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.*

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

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.

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.

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.*

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.

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

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.

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 satisfactory closure of the complaint

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

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.

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.*

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)

ACCREDITATION AND RATING

Annexure I

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.

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.*

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)

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).*

ACCREDITATION CHECKLIST

TABLE I

S. No.	Key Parameters	Compliance & Effectiveness Score						Supporting evidence
		0	1	2	3	4	5	
	1. School Governance							
1	documented mission							
2	measurable quality objective							
3	dissemination of mission and quality objectives							
4	involvement of the staff in compliance of mission 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							
9	Accreditation Manual							
10	control of documents							
11	control of records							
12	control on outsourced processes							
13	identification of interested parties requirements							

ACCREDITATION CHECKLIST

TABLE I

(Contd.)

S. No.	Key Parameters	Compliance & Effectiveness Score						Supporting evidence
		0	1	2	3	4	5	
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							
	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	ii. 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 Delivery of education/teaching							

ACCREDITATION CHECKLIST

TABLE I

(Contd.)

S. No.	Key Parameters	Compliance & Effectiveness Score						Supporting evidence
		0	1	2	3	4	5	
21	Delivery of education/teaching 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							
24	ii. recording, analysis and reporting of results							
25	iii. 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							

ACCREDITATION CHECKLIST

TABLE I

(Contd.)

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	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							
	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							

ACCREDITATION CHECKLIST

TABLE I

(Contd.)

S. No.	Key Parameters	Compliance & Effectiveness Score						Supporting evidence
		0	1	2	3	4	5	
41	Continual Improvement i. analysis of data to monitor school's performance and satisfaction of interested parties							
	ii. continual improvement projects including corrective and preventive actions							
	iii. use of tools and techniques including benchmarking							
44	Performance review i. review of mission and quality objectives							
	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 educational system coordinator)							

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RATING CRITERIA

TABLE II

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.



Quality Council of India
Institution of Engineers' Building

Bahadur Shah Zafar Marg, New Delhi - 110002, India

Tel: 91-11-2337 9321, 2337 9260, 2337 0567, 2337 8057, Fax: 91-11-2337 9621.

E-mail: sg@qcin.org, nabet@qcin.org Website : www.qcin.org