



Programme:

**Rationale**

The Statistics of India show the current literacy rates as 65.38% (2001 Census). Issues related to this status, majorly being Enrollment, Drop-outs & Quality of Education.

The Sarva Shiksha Abhiyaan (SSA a Central Govt. initiative) helps broadening the scope of education in terms of quantity, reach & students' retention & more focus on Elementary Education. While this is done one just cannot ignore the aspect of quality that needs to go hand in hand. In the modern and today's context, education must aim at both academic & skills to make the child stand on his feet to face the challenges of life.

A clear need is now perceived for measuring, reviewing & continuously improving quality in education which shall lead to the holistic development of the student. The mention of quality brings forth the issue of measurement. How do you measure quality? What are the standards?

The logical answer to these queries is 'accreditation'

For assessing the school's standards & systems & accrediting programs like NAAC & NAB are not really suitable as they seem to be designed for colleges and higher educational Institutes.

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School Accreditation & Support Program

Hence there is need for such a program, which will grade the schools for performance against accepted standards. Any 'school improvement plan' should start with a defined and measured status or level. This requirement of measurability forms the basis of the accreditation program.

Benefits

- Assess the school against established standards and specify variances
 - Derive a SWOT (Strengths, Weaknesses, Opportunities & Threats) Analysis of the school to help them decide, the areas to be prioritized (Threats / Weaknesses)
 - Intensive interaction & discussion during the accreditation process itself shall help bringing forth major issues & can thus identify solutions in a cohesive manner & create a motivational environment
- allocation based on analysis

Programme Highlights

1 > Expert Committee:

Educationists (Principals / Teachers), HR & Mgt. Consultants, Systems Experts, Statisticians, etc - Contribution by all these members have gone before the Accreditation Policy was designed and published

2 > Accreditation Policy

Consist: Objectives, definitions, functions, FJEI theme, FJEI Procedure, etc. in detail

3 > Technology used

$(6 \times 6 \times 6) + 36$ (overall) + 6 (thrust overall) + 1 (school overall) = 259 parameters are used for assessment



The process (Data entry to generation of the final report) are computerized thus increasing the scalability

Different percentages for FJEI & School evaluators are decided. Depending on the basic information provision for conducting a Pre-Accreditation is made which includes evaluation based on $6 \times 6 = 36 + 6 = 42$ parameters

4 > Framework applied

Different weightages for different evaluators are assigned

5 > Standards set

Standards for each parameter are set from available data source from State Boards, CBSE, etc.

6 > Report

- Pie Charts & Line Charts
SWOT Report
Suggestions / Recommendations

7 > Certificate of Accreditation

Grades
Certificate



Programme Impact

As of February 2007, the programme is successfully conducted in around 500 schools (primary / middle / secondary / senior secondary). The following are the observations analysed from the feedback from the schools:

- The Report is an eye opener for the School Trustees / management
- Helps derive a 3- year road map for improvements
- Strong support for decision makers (management information system)
- Budget allocation based on analysis