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QUALITY ASSURANCE IN EDUCATION IN INDIA – A BRIEF OVERVIEW

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www.britishcouncil.in

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Introduction

This practical publication aims to describe current focusses and processes in the area of quality assurance in education in India and to gather small-scale feedback on how these systems of quality assurance are perceived by the beneficiaries.

We look in order at government of India policy, examples of national and state-level initiatives, the private sector and quality assurance, the role of examining boards and government agencies and finally feedback from beneficiaries.

We have not set out to analyse the impact of policy or the effectiveness of any of the initiatives and organisations featured in the report. We have aimed only to describe in a very basic way features of the quality assurance landscape that struck us as significant or representative.

The intended audience for this publication is educational practitioners who are interested in understanding more about the priorities, standards and mechanisms of the different organisations involved in the quality assurance of mainstream education.

Policy

We begin by providing a brief contextualisation of how issues of quality figure in government of India policy through, for example, the 2005 National Curriculum Framework, the Sarva Shiksha Abhyan and the 2009 Right to Education Act. We describe how the National Achievement Surveys seeks to capture pupil performance and detail plans underway to establish standards against which school performance can be measured.

State level initiatives

Through a brief description of state-led initiatives in Madhya Pradesh, Gujerat, Rajasthan and Odhisa we provide examples of quality assurance objectives and the different mechanisms adopted in different parts of India to measure these objectives.

The private sector and quality assurance

Taking a look at a small cross-section of private sector organisations involved in quality assurance in education, we describe what kinds of mechanisms are available. We detail for example the different roles of self-evaluation, diagnostic support, performance indicators, action planning, onsite inspections and training, across these different private entities.

Examining boards and government agencies

Through the examples of the Central Board of Secondary Education and the National Accreditation Board for Education and Training, we highlight approaches to quality assurance, eligibility, how and by whom assessments are carried out and how these assessments are reported on.

Feedback from beneficiaries

We have collected some small-scale informal feedback from various beneficiaries who are involved in educational management. Our intention here, as with the whole of the report, is to suggest avenues that can form the basis of more in-depth research in the future.

About the Researchers

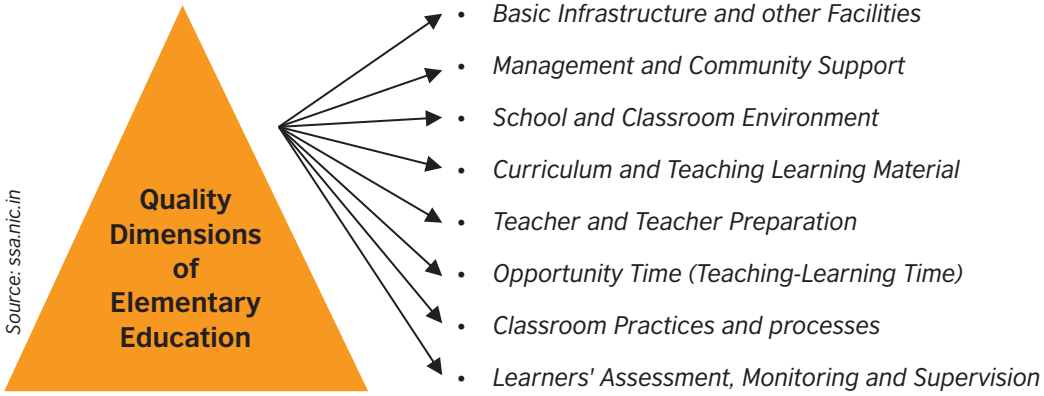
Gayatree Anand is a Project Manager for School Quality Assessments at Ark India. She has spent the past two years as a Teach for India fellow where she taught 45 girls in Grade 2 and Grade 3 in a South Delhi Municipal School. She comes with a passion to work in the education space and improve the overall quality of learning through a systemic impact. She has a management degree and worked in financial services prior to making the shift towards education.

Tarun Varma is a Pershing Square Scholar at the University of Oxford where he is studying towards an MSc in Child Development and Education followed by an MBA. Tarun is a former Teach for India Fellow (New Delhi, 2011 – 2013). He has worked across policy, research and in advisory roles in school education. Prior to Teach for India, he co-founded Gaboli, a web technologies firm that focuses on software for educational institutions. He started his career in a fast track management cadre at Tech Mahindra.

1. GOI Policy on Quality Assessment

National Curriculum Framework (2005)

The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. The Sarva Shiksha Abhiyan (SSA) also emphasizes the significance of quality education and suggests various parameters to be addressed in State and district plans to achieve the desired goal. The quality dimensions for elementary education have broadly been identified as:



Source: ssa.nic.in

Sarva Shiksha Abhyan

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner.

Sarva Shiksha Abhyan is to make efforts to take a holistic and comprehensive approach to the issue of quality. Efforts to decentralize the whole process of curriculum development down to the district level will be made. SSA is facilitating child-centered and activity-based learning. Learning by doing, learning by observation, work experience, art, music, sports and value education are the aims that shall be made fully integral to the learning process. SSA is focusing on appropriate changes to ensure the evaluation system is more continuous and less threatening. The performance of children will be constantly monitored in consultation with parents but will not be restricted to cognitive areas only. Teachers' role in preparation of textbooks and secondary learning materials will be enhanced. Based on a broad curriculum framework, districts will be free to define their content areas relevant to their local contexts. State and national level institutions will facilitate this process of decentralized arrangements for development of curriculum and evaluation systems.

Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Act, or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009 and describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India.

Education in the Indian constitution is a concurrent issue and both the centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation.

The Act gave a time frame of three years to attain various norms and standards specified in the Act. RTE has been documenting the progress made by the States and UTs every year since the RTE Act came into force.

In 2014, the position of various States with regard to other child centered RTE provisions as well as quality education was added. This publication focuses on the quality aspect of the RTE Act and initiatives undertaken by selected States.

Government quality monitoring of SSA

- All States have ongoing learning assessment systems to keep track of children's learning achievement and pedagogical improvement.
- A computerized annual educational MIS system (DISE) is operational in the country. The DISE includes several quality related parameters inter-alia, student-classroom ratio, teacher-pupil ratio, teacher profiles (educational qualifications, teacher training, number of male & female teachers, etc.) and examination results at exit primary and upper primary classes.
- National Pupil Achievement Sample Surveys by NCERT every 3 years for Classes III, V, VII and VIII
- The States are encouraged to undertake independent learning achievement surveys to assess performance of their students. Some of the State specific large scale independent initiatives include Karnataka State Quality Assessment Organisation (KSQAO leading to Karnataka Schools towards Quality Education – KSQE in subsequent years), Gujarat Achievement Profile (GAP), where students are tested through independent agencies and learning gaps are identified.

Student performance evaluation and standards

The National University of Educational Planning and Administration (NUEPA), established by the Ministry of Human Resource Development, Government of India, is the lead organization dealing with capacity building and research in planning and management of education.

NUEPA is in the process of developing standards against which school performances will be measured. Schools that are managed or aided by the government will soon be made more accountable to the Human Resource Development (HRD) Ministry setting benchmarks against which they will assess the quality of education they are providing to students. In addition, NUEPA is setting up the National Centre for School Leadership (NCSL). This initiative is committed to building leadership capacities for improving schools in India.

The beneficiaries of the initiative will be given the option to take up courses ranging from six months to one year. NUEPA will set up regional centres to provide training to school principals and head teachers under the scheme. While preparing the training modules, NUEPA has adopted some of the best international practices available that will impact school quality directly.

Website:
www.nuepa.org/whatsnew.html

www.nuepa.org/Download/Publications/Anual%20Reports/Annual%20Report2012-13_Eng.pdf

2. State Initiatives

States have developed their own school evaluation mechanisms with respect to identified indicators. Below we give some indicative examples:

Pratibha Parva, Madhya Pradesh

Pratibha Parv is an initiative by the government of Madhya Pradesh to assess student academic outcomes. It was launched in Madhya Pradesh in 2011-12 and provides a comprehensive and holistic assessment program to assess and evaluate:

- Achievement level of students.
- School activities.
- Existing infrastructure of schools.

Often referred to as 'talent festival', the government of Madhya Pradesh conducts Pratibha Parv annually to comprehensively and transparently evaluate student achievement. In addition, the programme encourages the participation of the wider society in government schools, so as to increase the accountability of the schools to, in turn, overcome the weakness revealed in the evaluation process. Pratibha Parv is conducted in all government primary and secondary schools in the state to review the educational achievement of children. However, in addition to educational achievement, education systems, school operations, teachers and facilities and integration within the village community are also evaluated with reference to a points scale.

Objectives of Pratibha Parv

- Demonstrates children's academic achievements and the government's commitment and priorities to the wider society.
- Enables state programs to develop strategies to improve children's academic achievements.
- Provides a social audit opportunity and develops a sense of educational ownership in society.
- Establishes the exact state of school facilities and operations and makes the necessary improvements.

www.educationportal.mp.gov.in/PratibhaParv/#

Gunotsav, Gujarat

In Gujarat there has been notable focus on enrollment, which has led to positive results in primary education. The concern for learning outcomes and quality provided in primary education has been addressed by various enhancement programmes for learning improvement. In order to strengthen the quality outcomes, the government of Gujarat launched a programme called Gunotsav, or 'Celebrating Quality'.

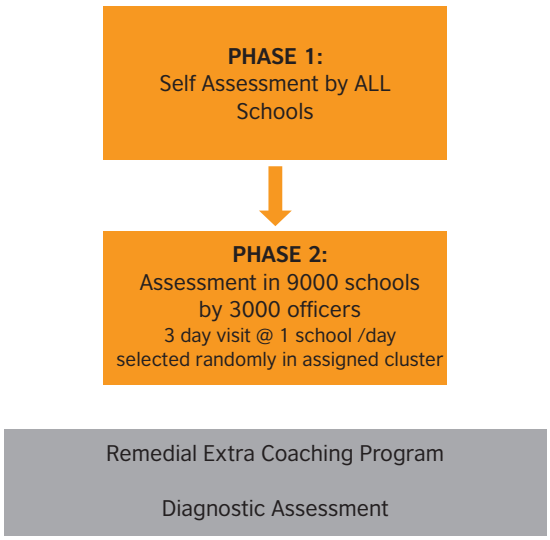
Gunotsav is defined as an accountability framework for the quality of primary education, which includes learning outcomes of children as well as co-scholastic activities, use of resources and community participation.

Objectives of Gunotsav

1. To bring awareness among teachers, students, administrators, communities & stakeholders for quality education.
2. To ensure the enhancement of reading, writing and numerical skills for all children studying in primary schools (Std 2 to 5).
3. To ensure the enhancement of subject knowledge for all children studying in upper primary sections (Std 6 to 8).
4. To assess quality based classroom teaching and learning processes followed in schools.
5. To address gaps in achieving learning outcomes and to acknowledge achievement.
6. To track children based on learning outcome levels and identify focus areas for remedial action.
7. To build an environment of accountability - for an outcome oriented performance at all levels across scholastic, co-scholastic outcomes and stakeholder participation.

Process

The state-wide assessment is carried out in two phases.



Source: http://www.gunotsav.org/about.html

Post the assessment, remedial actions are suggested to the schools falling below the expectation levels.

Post the completion of assessments of the schools, the schools are given a grade. The process is strict in implementation and encourages schools to honestly evaluate themselves. This Program has been recognized as one of the best practices in the 12th Five Year Plan document published by the Planning Commission, Government of India.

www.gunotsav.org

Sambalan - Rajasthan

Under this programme officers of the education and administrative department visited 20000 schools in three phases. Three rounds of this programme have already been completed as of March 2013.

Objectives

- To mobilize and sensitise the entire educational machinery towards quality education.
- To inspire teachers for better performance in classroom teaching activities.
- To identify the success stories in the elementary education system.

http://rajssa.nic.in/SAMBLAN/SamblanHome.aspx?appt=12

Shamiksha – Odhisa

The need for a tool to assess the baseline parameters and track the progress of these parameters on a regular basis, led to the development of a state-wide monitoring mechanism called Samiksha. The Department of School & Mass Education launched the programme in November 2010. The novelty of Samiksha lies in its broad scope and regularity in tracking the progress of quality indicators in more than 50000 schools across the State each month.

Objectives

Samiksha is a process to track the performance of all the Elementary & Secondary Schools and Teacher Training Institutes in the following five broad areas.
a) School Environment,
b) Curricular Programme,
c) Co-curricular Programme,
d) School Community Link,
e) School Management.

Process

Samiksha has identified 80 indicators against which the abovementioned five areas are evaluated. The aim is to ensure availability of these indicators in every school through a system of continuous monitoring and evaluation each month by the Cluster Resource Centre Coordinators (CRCC), Sub-Inspector of Schools (SI), Block Resource Centre Coordinators (BRCC), District Inspector of Schools (DI), District Project Coordinators (DPC) and Inspector of Schools (CI) numbering around 6000. Each of these officers visits at least 10 schools per month and spends an entire day at the school, evaluating the school against the set indicators.

http://203.129.205.229/oerp/Samiksha.aspx

3. Quality Assurance in the Private Sector – organizations involved

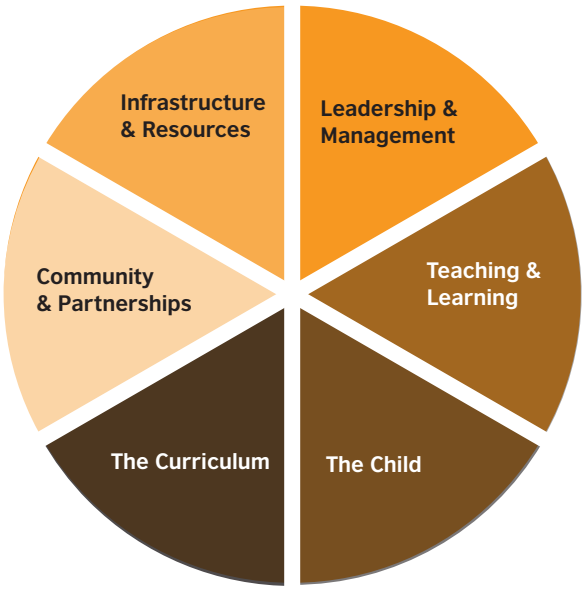
ADHYAYAN ASIA – Adhyayan Quality Standard

Philosophy

Adhyayan is an education movement of Indian and international educationists, dedicated to improving the quality of leadership and learning in schools. The Adhyayan Quality Standard (AQS) programme enables the self-review & evaluation team to make accurate judgments about a school's performance by applying the Adhyayan school self-review diagnostic.

Parameters

The model has six Key Performing Areas (KPAs) on which the school assessment is based.



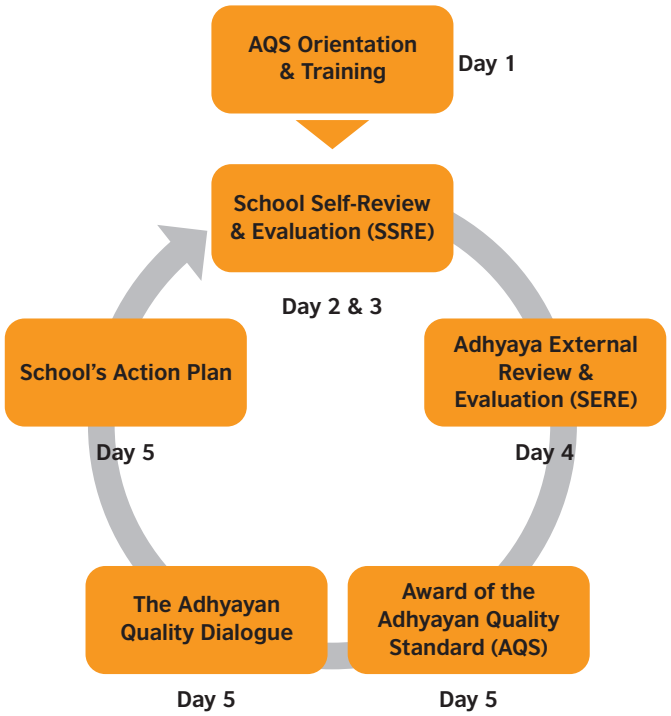
Source: http://adhyayan.asia/

The six KPAs are measured through 18 key questions and 54 core questions.

Process

The Adhyayan representative contacts the individual schools in advance of the programme, to acquaint them with the process and schedule.

Post the award of the AQS, the recommendations report from Adhyayan provides comprehensive strategies for systemic school improvement. The school completes its action plan for the target areas selected and worked on by the team of assessors and the school who then share this action plan with Adhyayan for guidance and support.



Summary

The process of evaluation takes five days to complete. Post the action plan, if the school seeks further support with planning and training on those aspects of the self–review that it identified as needing improvement, the Adhyayan School Improvement Support & Training (ASIST) team offers support at additional charges (that vary from one school to another). Ownership for improvement is passed on to the school team and the Principal works at the strategic level. Improvement is documented as evidence for repeat self-reviews (internal) and external reviews (every two years).

www.adhyayan.asia

GRAY MATTERS INDIA

Philosophy

Gray matters focuses on enabling the improvement of learning outcomes in schools using a data-driven approach to identify and resolve specific issues. The evidence-based school assessment framework is designed to be a solution that would be useful to schools across the country and an essential tool to drive meaningful improvement in education quality.

Parameters

Broad areas covered under the school assessment framework:

Student Learning: this includes standardized communication tests in line with international standards, customized as per regional and national board requirements.

Teacher Competency: this includes tests in subject matter, teaching methodology in the classroom and skills tests.

Parent Satisfaction: surveys with parents, focus group discussions.

Management Practice: analysis of school records, interview with School Principal and management; and analysis of school financial records.

Infrastructure: analysis of usage patterns of learning infrastructure and effectiveness of school infrastructure.

Process

Summary

The process takes three weeks from the beginning of the assessment to the creation of a school improvement plan. A detailed 'School Assessment Report' with findings from the assessment and analysis is provided to the school. A' Performance Presentation' to School management explaining the findings of the assessment and a 'Recommendation Plan' for the top 3 growth areas identified through the assessments are shared. In addition, a 'Student Performance Report' is provided for every student in the class.

www.graymatters.in

BHARATIYA JAIN SANGATHA EDUQIP (Educational Quality Improvement Program)

Philosophy

BJS - EDUQIP (Educational Quality Improvement Program) is an integrated umbrella program that assists schools in establishing quality standards in the education they deliver. It consists of different modules that have been designed and developed by BJS after thorough research. These modules are suited for schools in rural or urban areas under government administration or privately run.

Parameters

BJS has a focus on the following aspects in a school:

- The Trustees: the belief is that the trustees are one of the key stakeholders of an educational institute and they play an important role in improving the quality of education.
- Principal evaluation and empowerment.
- Measuring teachers' effectiveness.
- Student assessment.

Process

The tools/instruments designed to evaluate have been developed in consultation with all stakeholders and are continually improved over time based on collective feedback.

The process ensures an inclusive implementation process for decision makers, principals, teachers, students and parents. In addition, community participation through extended empowerment programs is also measured and recommended.

Summary

BJS EDUQIP provides diagnostic as well as remedial measures. The model that has been developed is applicable to any profile of school: government, private, rural, or urban. They provide program-specific solutions with a defined exit policy.

bjsindia.org/eduqip.php

4. Accreditation of Schools with State boards

CBSE

Philosophy on Quality Assurance

The CBSE School Quality Assessment and Accreditation Process is designed to benefit all stakeholders – the management, principal, teachers, non-teaching staff, parents, students and the community. The accreditation serves a variety of internal and external stakeholders (nation, parents, students, school management and employees). Assessment and evaluation of an institution is intended to be a means of documenting its educational quality and institutional effectiveness.

This accreditation process is enshrined in the tenets that quality is contextual and progressive. This means that schools need a common standard to be accredited against given the vast range of bodies and institutions that run schools. In addition, quality enhancement is an ongoing process.

Parameters of CBSE School Quality Assessment and Accreditation (SQAA)

The CBSE School Quality Assessment and Accreditation (SQAA) is holistic as it covers all aspects of school activity, namely its Scholastic and Co-scholastic Domains, Infrastructural Areas, Human Resources, Management and Administration, Leadership and Beneficiary Satisfaction.

Domains of SQAA

CBSE: Domains of SQAA

The Seven Domains identified by CBSE are the focus for the processes of developing holistically the capabilities of school. By participating in the process of accreditation the institutions will raise their bar of excellence and move towards continuous improvement in quality. The Domains are further divided into Sub-Domains which qualify the various aspects of that particular domain. Each sub-domain has a number of indicators under which benchmarks have been developed.

The process of accreditation begins and ends with the CBSE, however schools will be observed by agencies empanelled with the Board. The schools will undertake self-assessment and then will be reviewed by a Peer Assessor Team (PAT). The PAT is a non-threatening and confidence building unit comprised of Principals and educators with vast experience in school education.

SQAA Process

School Quality Assessment Process as laid out by the CBSE

Summary

In all, the accreditation process takes 13 – 14 weeks and is renewed every three years. This process authorizes an accredited school to use the CBSE logo for the duration of accreditation. In addition, there is a distinction between accreditation and affiliation. Being denied accreditation does not result in cancellation of affiliation. If a school has not been granted accreditation the outcome will not be reflected anywhere except through the quality enhancement report sent to the concerned school.

Quality Council of India – NABET Accreditation

The Quality Council of India was set up by the government of India and three industry bodies: the Associated Chambers of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI), to establish and operate a national accreditation structure and promote quality through the National Quality Campaign.

Under the aegis of the QCI the National Accreditation Board for Education and Training (NABET) provides accreditation to schools, training course providers and auditors that meet the Board's criteria and also offers a mechanism for their international recognition. NABET's accreditation is delivered in partnership with the Scottish Qualifications Authority. NABET accredits schools and also conducts a three day training course for preparing a school for accreditation.

NABET accreditation is applicable to all schools regardless of type, size, board affiliation and nature of educational service provided.

Philosophy

The NABET quality assessment standard has been developed to provide an educational system that can enhance the satisfaction of all stakeholders, provide a basis for assessing and rating an educational management system and to develop quality consciousness in parties involved in schooling.

Parameters

The NABET rating covers three broad areas for schools – School Governance, Education and Support Processes, and Performance Measurement & Improvement.

These parameters are scored on a scale of 0-5. A consolidated score then leads to an overall rating on a five level descriptive rating, indicating the maturity of the school and its processes.

Process

NABET process of accreditation*

*fee for application and accreditation varies according to the size of the institution.

Summary

Schools that have been accredited by NABET may use the organization's logo and the logo of the SQA. This is dependent on meeting criteria at the initial and annual reviews, payment of fees and adhering to the guidelines set by the NABET secretariat.

www.nabet.qci.org.in/Schools/index.asp

5. Implementation of Quality Assurance in Schools

The report highlights different programmes undertaken by various state governments and private institutes involved in quality assurance. The national scoping of quality assurance is yet to be consistently established.

The K-12 education system is broadly divided in to three categories – government schools, affordable private schools and 'elite' schools. Through interactions and interviews with teachers and principals of these educational institutes, the implementation of quality control in different school types can be understood.

What follows below is a brief summary of the perceived requirements and activities undertaken in relation to quality assurance of the educationalists we interviewed.

Government Schools

Government school are required to maintain records of school infrastructure, student enrolment, staff, academic outcomes of students, activities undertaken by the school and daily administrative requirements. Each school is assigned a school inspector (terminology varies in different states) who is responsible for monitoring the school and providing inputs if required.

The monitoring varies in consistency and the schools are required to submit the records - at the end of every month, term and the academic year. Records are factual in nature with parameters such as number of teachers, students in each section and infrastructure of the school.

As mentioned above, education being the state dependent, the implementation of quality aspects varies in different states.

Private Schools

For private schools, quality rating is an optional activity. The management of the school largely drives the quality in private schools.

a) Affordable Private Schools (APS)

APS mostly have principals who are responsible for the administrative work, conducting programmes and capacity building of the teachers. They provide academic support and are responsible for quality control in the school and the classrooms. The principals in these schools are the point of contact for academic and non-academic decisions as well as defining the quality parameters. The schools need to comply with the examining board (CBSE/ ICSE etc) guidelines that they are affiliated to.

b) 'Elite' schools

These schools have an established organization structure with clear demarcations of academic and non-academic support systems. Typically, these schools have curriculum heads or/and head of departments for each content area who are responsible for classroom observations, developing new practice and professional development of the teachers. The non-academic staff is responsible for other administrative functions of the schools. These schools prioritize and focus on delivering high quality education and are closely monitored by the management of the school.

Conclusion

The initiatives undertaken by the state governments have aided in establishing quality standards that a school should deliver. The RTE states that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school, which satisfies certain essential norms and standards. The quality parameters need to be defined and need to be established consistently over different school-types. Currently, depending upon the availability of resources and affordability, a child enrolls in a school, but the school may vary in the delivery of quality education depending upon the school type. All schools, irrespective of their fee and type, should be delivering a minimum established standard of education. The measurability of the outcomes should be holistically based on the school performance rather than just the academic outcome of the students.

We hope that this publication will contribute to a fuller understanding of the quality assurance landscape and suggest areas of further research that will help to develop the work that is currently being carried out in this fundamental element of our education system.

Glossary of terms

CBSE: Central Board for Secondary Education

SQAA: School Quality Assessment and Accreditation

SQAAF : School Quality Assessment and Accreditation Form

SQAAR: School Quality Assessment and Accreditation Report

SQER: School Quality Enhancement Report

ASSOCHAM: Associated Chambers of Commerce and Industry of India

CII: Confederation of Indian Industry (CII)

FICCI: Federation of Indian Chambers of Commerce and Industry

SQA: Scottish Qualitifications Autority, Scotland

Annexures

Annexure A: Accreditation – Links & Resources

CBSE Accreditation Microsite:
http://49.50.126.244/accreditation/

Article in Livemint on Accreditation:
http://www.livemint.com/Politics/FlkzE1K0ZfYNcK8bbSQRpM/CBSE-allows-schools-to-seek-private-accreditation.html

NABET applications, fees, structure and guidelines:
http://nabet.qci.org.in/Schools/Schools.asp

Annexure B: Equivalence Of Examinations of Other Boards, Universities And Councils

The Council of Boards of School Education in India" referred to as the "COBSE" works in close collaboration with Ministry of Human Resource Development, Government of India, other national level apex educational organizations and agencies like National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA) and National Council of Teacher Education (NCTE).

COBSE provides academic support to its member boards on:

- Setting and maintenance of education standards
- Curriculum planning
- Preparation of Curriculum materials
- Curriculum transaction and evaluation in schools
- Reforms in examinations
- Professional development of its members

www.cobse.org/index.html#

The list of member Boards of COBSE is given below:-

1. Board Of Intermediate Education Andhra Pradesh
2. Board Of Secondary Education Andhra Pradesh
3. Assam Higher Secondary Education Council
4. Board Of Secondary Education,Assam
5. Bihar School Examination Board
6. Bihar State Madrasa Education Board
7. Banasthali Vidyapith
8. Central Board Of Secondary Education
9. Chhatisgarh Board Of Secondary Education
10. Chhatisgarh State Open School
11. Chhatisgarh Sanskrit Board ,Raipur
12. Chhatisgarh Madrasa Board
13. Council For The Indian School Certificate Examinations
14. Dayalbagh Educational Institute (Deemed University) Dayalbagh
15. Goa Board Of Secondary And Higher Secondary Education
16. Gujarat Secondray&Higher Secondary Education Board
17. Board Of School Education Haryana
18. H.P Board Of School Education
19. J.K State Board Of School Education
20. Jharkhand Academic Council, Ranchi
21. Government Of Karnataka Dept. Of Pre-University Education
22. Karnataka Secondary Education Examination Board
23. Kerala Board Of Public Examination Pareeksha Bhawan,Poojapura,
24. Kerala Board Of Higher Secondary Education
25. Board Of Secondary Education Madhya Pradesh
26. M.P. State Open School
27. Maharishi Patanjali Sanskrit Sansthan, (Dept. Of School Education, Govt.Of M.P.)
28. Board Of Secondary Education,Manipur
29. Council Of Higher Secondary Education,Manipur
30. Meghalaya Board Of School Education
31. Mizoram Board Of School Education
32. Nagaland Board Of School Education
33. National Institute Of Open Schooling
34. Council Of Higher Secondary Education, Orissa
35. Board Of Secondary Education, Orissa
36. Punjab School Education Board
37. Board Of Secondary Education, Rajasthan
38. Rajasthan State Open School,Jaipur
39. State Board Of School Examinations(Sec.)& Board Of Higher Secondary Examinations Tamil Nadu
40. Tripura Board Of Secondary Education
41. U.P. Board Of High School&Intermediate Education

42. U.P.Sec. Sanskrit Education Council
43. Board Of School Education Uttarakhand
44. West Bengal Board Of Secondary Education
45. W.B.Council Of Higher Secondary Education
46. West Bengal Board Of Primary Education
47. West Bengal Board Of Madrasah Education
48. The West Bengal Council Of Rabindra Open Schooling
49. A. P Open School Society, Government Of Andhra Pradesh
50. Bihar Board Of Open Schooling & Examination
51. Directorate Of Education, Old Secretariat, New Delhi
52. Associate Members, Higher Secondary Education Board
53. Association Of Indian Universities
54. Mauritius Examinations Syndicate
55. Bhutan Board Of Examination
56. The Aga Khan University Examination Board
57. Inter Board Committee Of Chairman (IBCC)
58. University Of Cambridge International Examinations

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"The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989"

The English language centre is committed to the British Council policy of Equal Opportunity and Diversity.

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.
A registered charity: 209131 (England and Wales) SC037733 (Scotland).

www.britishcouncil.in