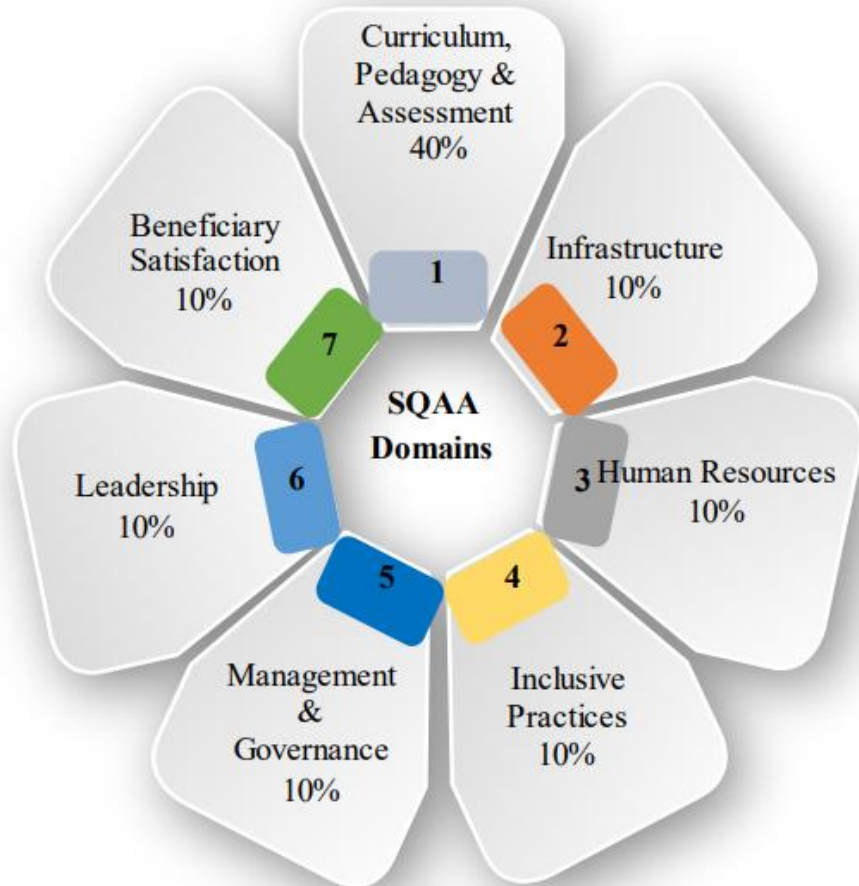# SQAAF Trends and Insights

National Workshop on SQAA+ | 2nd – 3rd February, 2026

About SQAAF

Set of standards and best practices as paradigms for attaining individual and institutional excellence.

Curriculum, Pedagogy & Assessment 40%

1

Infrastructure 10%

2

Human Resources 10%

3

Inclusive Practices 10%

4

Management & Governance 10%

5

Leadership 10%

6

Beneficiary Satisfaction 10%

7

SQAA Domains

Self-assessment tool

Encourages self-evaluation, accountability and collaboration

Inspire schools to review and reflect on their practices and achievements

Schools affiliated to CBSE must undergo the process of SQAA and self-assess themselves on the SQAA Framework *every year* on SQAA Portal.

Objectives of SQAAF

1

Transformation
- Use data for timely, informed decisions.
- Create environments that support learning.
- Prepare students for a connected world.
- Build inclusive, high-quality learning cultures
- Encourage innovation through strategy

2

Striving for Excellence
- Assess and endorse themselves as learning organizations that meet established standards

3

Empowering HoS
- Reflect and review their processes at periodic intervals.
- Develop individual and collective responsibility and accountability in ensuring the achievement of student learning outcomes

Schematic structure of SQAAF

Domain

Human Resources

Sub-domain

3.1 School Staff – teaching and non teaching	3.2 Parents	3.3 Students	3.4 Alumni	3.5 Community

Standards

- 3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.

- 3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.

- 3.2.1 Parents are partners in the qualitative growth of the school.

- 3.3.1 Students participate and are involved in school improvement activities.

- 3.4.1 Alumni is involved in the school development programmes.

- 3.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing and facilitates Volunteerism through Vidyanjali.

Performance Indicators
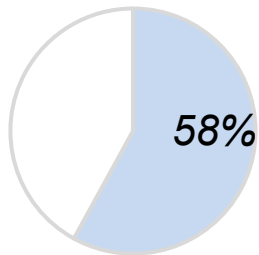
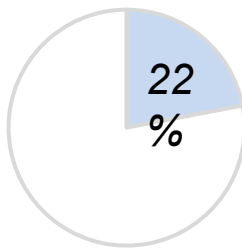3.1.1.1 - Level I - Inceptive   3.1.1.2 - Level II - Transient   3.1.1.3 - Level III - Stable   3.1.1.4 - Level IV – Dynamic Evolving

Top Performing States and % participating schools

Participation of schools by their type

58%

AY23-24

22%

AY24-25

● % of participative schools

Punjab
2023 – 24: 77%

Haryana
2023 – 24: 53%
2024 – 25: 19%

Uttar Pradesh
2023 – 24: 60%
2024 – 25: 21%

Maharashtra
2023 – 24: 72%
2024 – 25: 29%

Tamil Nadu
2023 – 24: 66%
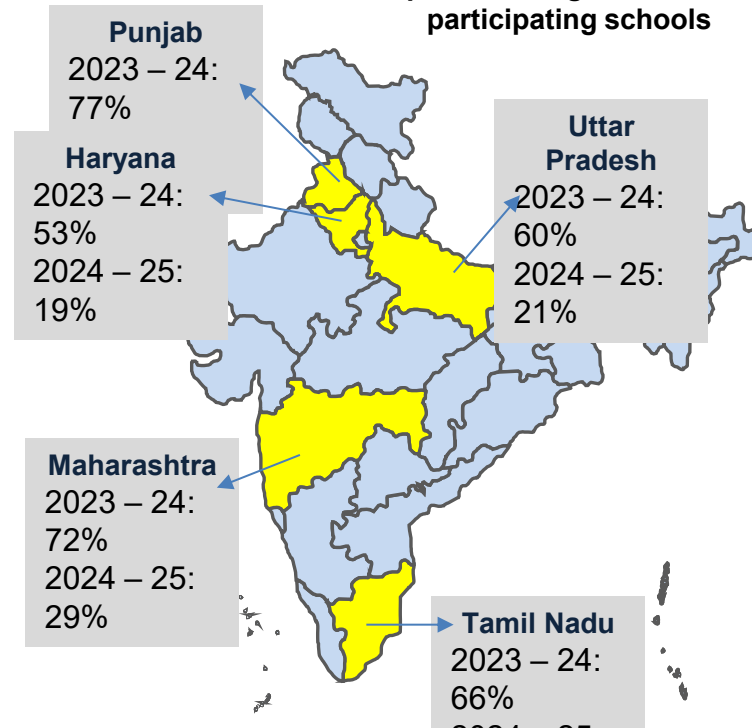2024 – 25

KVS — 98% — 20%

JNV — 99% — 75%

EMRS — 52% — 11%

Independent Schools — 61% — 23%

- Variability before upcoming structured mentoring support

- Data demonstrates a **baseline engagement picture** before the strengthened SQAA+ program begins in March 2026.

- Engagement pattern across states:
  o suggests this is a **broader trend** instead of state-specific
  o allows us to **design better mentoring support** for schools

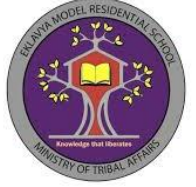- Participation pattern across school types demand improvements in access, standards and processes

AY23-24   AY24-25

There is an opportunity to further understand the factors influencing participation and to explore ways to strengthen sustained involvement and accountability in school improvement processes

Actionability of assessor feedback to support school improvement

Strengthen safety protocols.

More efforts on proper communication with the stakeholders is to be implemented.

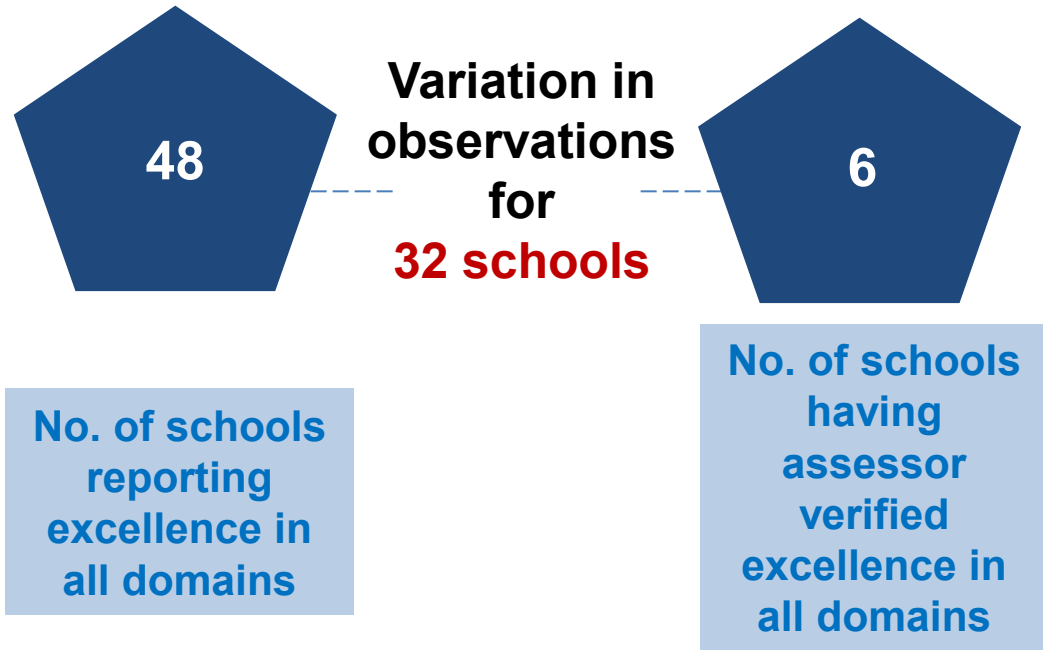Use library as a tool for learning and equips as per age appropriateness; Tries out waste management practices; Maximizes the learning spaces for learner comes. The verbal claims need to be supported through evident processes and procedures followed with visible outcomes.

Assessor feedback provides valuable direction. Increasing clarity and specificity can further support schools in translating guidance into concrete actions.

Understanding Participation Patterns to Strengthen School Improvement Support (3/3)
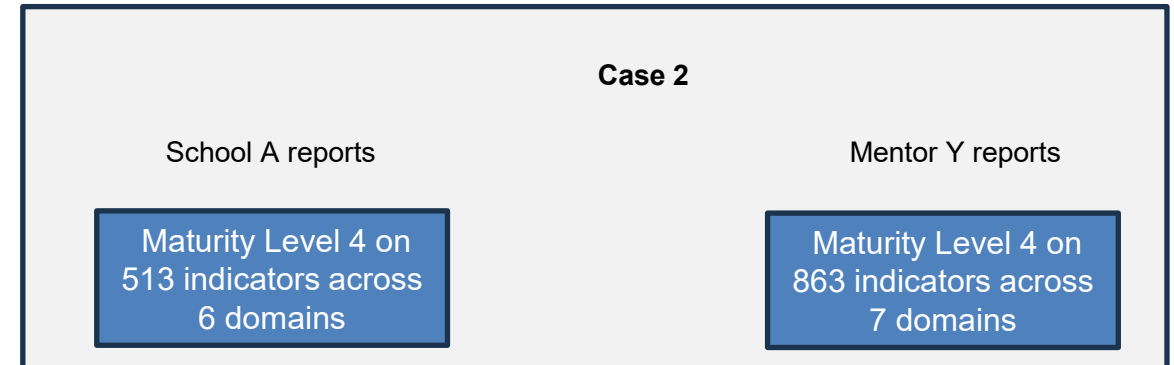
Alignment between school self-reflection and external verification

48

Variation in observations for 32 schools

6

No. of schools reporting excellence in all domains

No. of schools having assessor verified excellence in all domains

~12% schools submitted fully documented evidence aligned to reality

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Case 1

School X reports

Maturity Level 4 on 1595 indicators across 7 domains

Mentor Y reports

Maturity Level 4 on 13 indicators across 2 domains

There are cases where schools have over-claimed excellence.

Case 2

School A reports

Maturity Level 4 on 513 indicators across 6 domains

Mentor Y reports

Maturity Level 4 on 863 indicators across 7 domains

There are cases where schools have undermined their achievements.

Data pertains to AY24-25

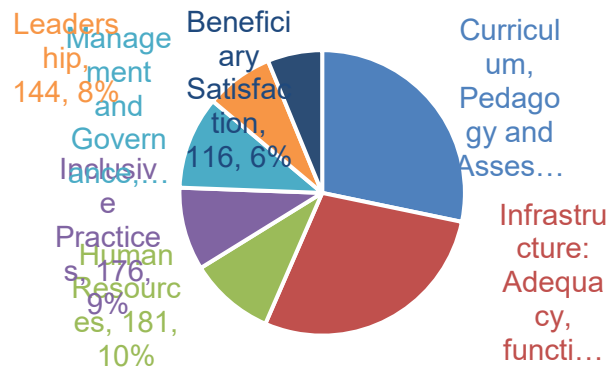# Strengths of SQAAF and Opportunities for SQAA+

7 Domains

49 Sub-domains

84 Standards

1872 Benchmarking statements

Reflects the distribution of domain statements by showing the number of statements included under each domain.

Strengths

- **Structured framework -** enables schools to identify areas for improvement in a systematic way

- **Thorough coverage -** helps schools reflect on their practices

- **Highly detailed -** supports a deeper understanding of different quality domains

Opportunities

- **Simplification** - Make it more user-friendly and *light* on documentation.

- **Build shared understanding -** Quality benchmarks, evidence expectations, and interpretation of indicators

- **Action -** Support schools in translating detailed reflection into focused, day-to-day improvement actions

- **Ownership -** Enable schools to *lead* their own improvement journeys and demonstrate progress through evidence-based actions by strengthening *accountability mechanisms*

Rationale for SQAA+

1 **Simplify Compliance**

- The comprehensive nature of SQAAF can require significant documentation and coordination

- SQAA+ needs to reduce reporting burden, increase consistency and accuracy of submission

2 **Improve School Enhancement Outcomes**

- SQAAF often drives compliance driven tick boxing, hampering effective integration into daily school practices.

- SQAA+ should help better self-assess, identify actionable gaps, and drive more meaningful improvement cycles
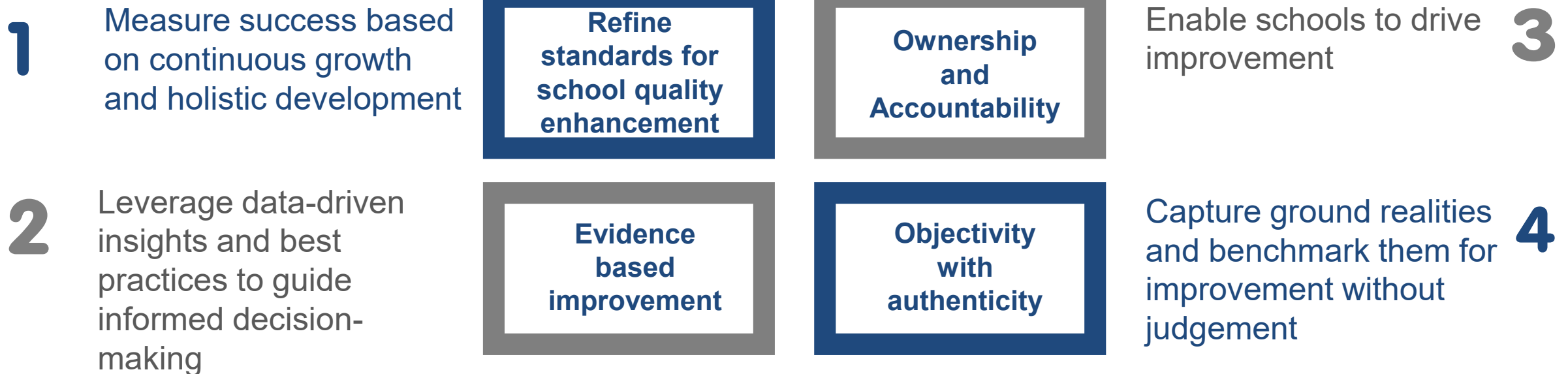
3 **Introduce Objectivity with Authenticity**

- SQAAF often reflects polished rather than truthful picture of schools, limiting its utility.

- SQAA+ drives the need for objectivity and transparency that capture authentic school system

About SQAA+ Program

- SQAA+ is a **collaborative school-improvement effort** designed to provide **targeted** mentoring support to schools
- Mentors provide academic, administrative, and leadership guidance to help schools strengthen teaching-learning processes, governance systems, and performance culture

Objectives

1 Measure success based on continuous growth and holistic development

Refine standards for school quality enhancement	Ownership and Accountability
Evidence based improvement	Objectivity with authenticity

3 Enable schools to drive improvement

2 Leverage data-driven insights and best practices to guide informed decision-making

4 Capture ground realities and benchmark them for improvement without judgement

Approach to implement SQAA+ Program

Mentor Mentee Partnership – A structured support model that builds school ownership, accountability, and capacity for sustained improvement

Who is a mentor?

- Retired principals with 5+ years of experience at leadership position

- Nominated by Regional Officers

- Recognized and awarded in education field

- Appropriate skills, knowledge and attitude to support the schools

Who is a mentee?

- Currently serving as school principal of KVS, JNV or EMRS*

- Nominated by Regional Officers

- Commits to leading and owning the school improvement process

- Identified areas of improvement in schools