NABET Accreditation Criteria for Digital Media Course (DM)

National Accreditation Board for Education and Training Quality Council of India
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I P Estate, Ring Road, New Delhi - 110002
# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AC</td>
<td>Accreditation Committee</td>
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<tr>
<td>AO</td>
<td>Applicant Organization(s)</td>
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<tr>
<td>ASSOCHAM</td>
<td>Associated Chambers of Commerce</td>
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<tr>
<td>CAPA</td>
<td>Corrective Action &amp; Preventive Action</td>
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<td>CII</td>
<td>Confederation of Indian Industry</td>
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<td>EMS</td>
<td>Environment Management System (ISO 14001)</td>
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<td>CV</td>
<td>Curriculum vitae</td>
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<td>DA</td>
<td>Desktop Assessment</td>
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<td>DSR</td>
<td>Diagnostic Study Report</td>
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<td>PICCI</td>
<td>Federation of Indian Chambers of Commerce and Industry</td>
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<td>IA</td>
<td>Initial Assessment</td>
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<td>IH</td>
<td>In-house</td>
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<td>ISO</td>
<td>International Organization for Standardization</td>
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<td>IRDA</td>
<td>Insurance Regulatory and Development Authority</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NABET</td>
<td>National Accreditation Board for Education &amp; Training</td>
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<td>NGO</td>
<td>Non-Government Organization</td>
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<td>NC</td>
<td>Non-conformance</td>
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<td>OA</td>
<td>Office Assessment</td>
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<td>Obs.</td>
<td>Observations</td>
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<td>OHSAS</td>
<td>Occupational Health and Safety Assessment System</td>
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<td>QCI</td>
<td>Quality Council of India</td>
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<td>QMS</td>
<td>Quality Management System</td>
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<td>RA</td>
<td>Re-Accreditation</td>
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<td>SA</td>
<td>Surveillance Assessment</td>
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<td>TA</td>
<td>Technical Assessor</td>
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<td>TC</td>
<td>Technical Committee</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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<td>VE</td>
<td>Visiting Expert</td>
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<td>AB</td>
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Section 1: GENERAL INFORMATION ABOUT ACCREDITATION

1.1 About NABET

QCI is an autonomous non-profit organization. It was set up jointly by Government of India and the Indian Industry represented by the three premier industry associations, Associated Chambers of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI) in 1997 with an aim to establish & operate National accreditation structure and promote quality in every walk of life.

National Accreditation Board for Education and Training (NABET), one of the constituent Board of QCI, operates schemes for accreditation of schools as education and training is in the mandate. In addition, NABET is operating accreditation schemes for facilitation of Consultant Organizations in the environment impact assessment.

1.2 Background of the Scheme

The online platform providers play a pivotal role in the online education scape. As the demand for off campus or online classes is growing the platform providers as well as the training providers are increasingly playing the role of content providers as well as curators. Online education is a mix of dedicated online and offline players.

Online education is continuously expanding its wings ranging from K12 segment to higher education language test center etc.

While educators are using the available platforms to reach out to prospective students, the corporate tie-ups assist in co-creation of industry recommended or certified content which enhances the overall acceptance of online education amongst its target users.

Along with these somewhat formal/ non formal online classroom formats there is a different set of training providers on the digital platform which is providing certificate or diploma programs as well as catering to the need of school segments wherein students are looking for learning beyond classroom learning. There are wide
range of courses available ranging as from schools subject topics, language courses, sales and marketing to data engineering, excel skills for business analytics and the like.

There are extraordinary situations / occasions when many regular contact classes are forced to shift to an online mode. With more and more organizations shifting their focus to online mode, there is need to create a reliable and credible mechanism for validation of these courses so that the learners and the other stakeholders of these learners get the assurance of quality of the programs delivered and certification undertaken in this area.

The purpose of introducing Accreditation of Digital Media Course is to uphold high standard of quality and expectation of the various stakeholders of the online education system. Some of the salient objectives include;

- To assess institutions and their programs that meet defined quality standards;
- To foster excellence in Institutions capability in building effectiveness in delivering online education
- To establish framework for continuous improvement and provide opportunity to benchmark with other organization/ institution delivering courses in Digital space
- To facilitate developing knowledge, skill as well as professional competency of the students

1.3 About Accreditation

Accreditation is a process of establishing competence of Institution 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 institute to pursue continual excellence. Accreditation is awarded, after carrying out structured assessment of compliance to accreditation standard.

NABET accreditation is holistic in its outlook. The criteria have been developed to bring strength to the programs that are delivered online for learning, skilling and upskilling purpose. This is a voluntary accreditation program. NABET has tried to create a system of Quality Assurance through this accreditation program. The criteria described in the following pages will make all prospective applicants to know and understand the minimum requirements that they must establish and fulfill before seeking NABET accreditation in Digital Course space.
1.4 Benefits of Accreditation

Accreditation by NABET will confirm that the online or distance learning institution meets high standards of education, welfare and good practice. It will reassure students, parents and other stakeholders that the institution and/or course is a good choice, and that professional teaching, valuable qualifications and a positive learning experience will be met. It will also give confidence to employers that students/learners have undertaken a quality program with secure assessment procedures in place.

Accreditation by NABET and will help raise the profile of the institution as it confirms that the institution meets the acceptable quality standards in education. NABET accreditation is not a one-time process. NABET believes in developing strong partnerships and provides on-going quality assurance. We believe in continual development of our accredited institutions.

1.5 Eligibility Criteria

Institution/ Organization desirous of seeking Accreditation against this criterion need to have established operation and have sound financial reserves available with the organization for carrying out the activities for at least next one year.

1.6 Scope of Operation

This criterion specifies requirements for accreditation of an Institution/ Organization which:

a. needs to demonstrate its ability to consistently provide learning platform for students seeking knowledge, skill career enhancement opportunities that meets interested party requirements 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.
c. The current criteria so developed is applicable to all kind of courses being offered through Digital media.

All requirements of this criteria are generic in nature and are intended to be applicable to all Institutions, regardless of type, size and nature of online Training service provided.

NABET accreditation process consists of evaluation of a set of key performance indicators split into 6 main areas, namely;
1. Governance, Management and Staff Resources
2. Teaching Learning Process
3. Quality Assurance and Performance Enhancement
4. Awards and Qualifications
5. Systems Management

Section 2: Requirement of Accreditation

2.1 INTRODUCTION

i. Online education opens doors to learning opportunities to different stakeholders ranging from K12 students to students desiring to improve their skill or looking for enhancement of their chances with respect to career progression.

ii. The perception of the quality of online programs compared to on-campus programs varies. The main criticism of online, distance or blended learning programs is in regard to the security of the assessment process and how an institution guards against various aspects of academic misconduct such as plagiarism and impersonation. Assessment security, proctoring arrangements, monitoring of quality, management and technical resources are all thoroughly checked as part of the NABET Accreditation process.

iii. In addition to the monitoring of particularly relevant aspects, such as online security, all online, distance education and blended learning providers undergo a stringent inspection.

iv. Accreditation by NABET is an independent and unbiased and will provide education authorities, students, their parents, and employers with reassurance that the institutions accredited are fit for the purpose of delivering an effective, efficient, quality-based education and related services.

v. NABET accreditation sets out to demonstrate that students entering education institutions in any program delivered online will receive a sound educational experience, delivered with the aid of appropriate human and physical resources in a safe environment; that, in addition, successful students will be rewarded by the award of a genuine qualification, which will
enhance the students` careers and/or further study prospects. It is expected that the institution will be able to demonstrate that it is operating within the legal educational framework.

2.2 STANDARDS FOR ACCREDITATION

To gain NABET accreditation for delivery of online programs, institutions must comply with all the requirements listed below. The following paragraphs detail the requirements to be fulfilled by the institutions seeking NABET accreditation for delivery of programs on online mode.

2.3 GOVERNANCE, MANAGEMENT & STAFF RESOURCES

2.3.1 General Requirement

Top Management of the Institution shall establish and maintain a formal Training management system and continually improve its effectiveness in accordance with the requirements of this criteria.

The Institution shall:

a) have a written mission statement that reflects the collaborative effort of stakeholders and describes the expectations for student learning. The mission shall guide establishment of the training management system and the general operation of the institution. The mission shall be reviewed periodically, revised when needed, and disseminated to interested parties.

b) determine

i. the processes needed for establishing the training system and their application throughout the Institution.

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

c) ensure the availability of resources necessary to support the operation and control of these processes.

d) review and analyse these processes for improvement.

e) implement actions necessary to achieve planned results and continual improvement of these processes.
f) where an Institution chooses to outsource any process that affects conformance with the requirements of this criteria, the Institution shall ensure control over such processes too.

2.3.2 Management Structure

The management structure should be clearly documented. Any conflict of interest and perceived risks should be evaluated and steps for mitigation shall be enumerated clearly and practiced in letter and spirit.

It is expected that the institution will be able to demonstrate the following

1) The governance structure along with the nature of operations and the vision document.

**Guidance Notes (Indicative)**
- Documented role of governance body
- Members of the Governance Body
- List of staff members and their personal files
- Diagram representing the staff structure which should include the management, Quality assurance administrators, curriculum developers, assessors, teachers, support staff etc
- Documented Vision & Mission, roles, responsibilities and authorities

2) Effective communication between management and staff

**Guidance Notes (Indicative)**
- Records of the meetings held with the staff and stakeholders- both face-to-face and online meeting records should be made available
- Minutes of the meetings

3) Good HR practices

**Guidance Notes (Indicative)**
- List of staff members and their nature of employment
- Well documented staff recruitment process and regulatory requirements, if any
- Practices adopted for giving equal opportunity to all staff and stakeholders
- Discipline & Grievance procedure
- Well documented list of Employers’ liability issues and the relevant insurance
- Provisions to cover Public liability insurance
- Staff workload
- Staff induction procedures
- Appraisal and performance review methods
- Staff development policy – record of staff development activities, training calendars and the training need identification of staff training
- Staff handbook
4) Course/program academic subject areas

**Guidance Notes (Indicative)**
- List of programs and their duration
- Mode of delivery of classes
- List of staff members for each program along with their qualification and experience
- Time-schedule for the classes
- Program duration calendar for activity time-lines
- Written procedure for production of lectures and their delivery
- Assignment and assessment process and schedules

5) Assessment and examination

**Guidance Notes (Indicative)**
- Written procedures for production and conduct of summative & formative tests
- List of people responsible for examination along with job roles and supporting qualification and/or experience to handle this work
- Security measures to maintain the sanctity and secrecy of examination
- Procedure for conduct of tests and examinations, including invigilation and proctoring procedures and their justifications
- Documented procedure for the award of test/examination and or any other activity in this connection to another body
- Legally binding documents for any outsourced agency that is used for this activity

6) Review of classes content and delivery of lectures

**Guidance Notes (Indicative)**
- Written procedure for monitoring of delivery of the academic program and the records for this activity
- Documented procedure for curriculum development and its justification
- Any copyright and licensing issues requirements as applicable

7) Data protection requirements

**Guidance Notes (Indicative)**
- Procedure for adhering to the regulatory requirements for data protection, if any
- Patent and copyright issues mitigation
- System for confidentiality and information security during actual delivery of learning services

8) Performance Review

i. Top Management will device a formal mechanism to periodically review the performance of the institution with a process approach keeping special focus on processes critical to quality in education and satisfaction of the needs and expectations of the interested parties. Such a review shall have a definite
agenda and records of the deliberations/decisions taken for implementation will be maintained

ii. The management of the Organization (training course provider) providing the course shall review its administrative procedures at least annually and shall maintain records of these reviews for at least three years.

iii. The management shall review the following at least annually for effectiveness and conformity:

   a) Actions outstanding from previous management review meetings
   b) Actions resulting from surveillance by the approval body
   c) Administrative procedures
   d) Course design, including their effectiveness and relevance
   e) Course presentation - Efficiency and Effectiveness
   f) Review of Examination assessment policy and procedures
   g) Performance of Faculty members/Resource persons and future training required for the Faculty members/Resource persons
   h) Complaints and appeals
   i) Analysis of student feedback and pass/fail rates
   j) Applicable Correction and Corrective and preventive actions on complaints, feedback and other sources including feedback from internal and external parties
   k) Review of resources including infrastructure, human resources and issues related to work environment at Training Course venue
   l) Risks and their mitigation plans, related to effective delivery of learning services as per defined requirements

iv. **Continual Improvement**

   a. The Institution shall regularly assess the effectiveness of training and learning. The Institution shall identify and initiate continual improvement projects through involvement of students, teachers and other interested parties. It shall implement suitable corrective and preventive actions at various levels.

   b. Top management shall ensure effective management, collection, validation and analysis of data to monitor the Institution’s performance as well as the satisfaction of interested parties.

   c. Where possible, Institution shall collect/share data from/with other Institutions and benchmark with its own data to improve upon in deficient areas.
Guidance Notes (Indicative)

- student and interested party(s) feedback on elements of curriculum (wherever applicable)
- student attendance and student dropout rate.
- Student performance by way of result etc.
- Teacher turnover ratio
- Placement (wherever applicable)

v. Compliant Handling

a) The Institution shall establish a documented procedure for complaint handling process and disposal of compliant within a reasonable time. Complaints may be received on the results of evaluation or on any other aspects such as course contents, manner of course delivery. Administrative arrangements, pre and post training activities. Various steps in the complaint handling process shall include the following:

   i. providing information regarding complaint handling process to all interested parties.
   ii. acknowledgement of the complaint.
   iii. investigation for redress of the complaint.
   iv. communication with the complainant for satisfactorily closure of the complaint.

b) Records of all complaints and actions taken for the above shall be maintained by the Institution.

c) The Institute (Training Course Provider) shall have a documented appeal mechanism for handling appeals against its decisions and for disposal of appeals within a reasonable time.

d) The documented procedure shall include provision for applicable correction and corrective and/or preventive action to be taken if required as a result of any complaint or appeal. The procedures shall include the potential involvement of NABET in unresolved complaints or appeals.

e) The Institute (Training Course Provider) shall inform all students of the right to make a complaint or an appeal and shall provide written details of the process for doing so, as and when required.
f) The Institute (Training Course Provider) shall notify each complainant or appellant in writing of the result of the complaint or appeal and of the right to appeal against the decision to NABET.

2.4 TEACHING LEARNING PROCESS

The Institute 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.

2.4.1 Human Resources

The Institute shall have adequate management, teaching/training and support staff, with appropriate qualifications and competencies to carry out the online program, services and activities.

The Institute shall

   i. meet the applicable statutory and regulatory requirements related to adequacy and competency of managerial, teaching and support staff.

   ii. carry out regular reviews for identifying competency, changing needs with respect to technical and pedagogical requirements for effective delivery of curriculum.

   iii. enable staff to conduct regular self appraisal of their performance and to project their professional development needs.

   iv. provide necessary training or recruit to meet the competency gaps

   v. maintain records of qualification and experience, continual professional development activities of staff through education and training including attending seminars, workshops etc.

   vi. developing a suitable mechanism to maintain higher level of motivation and esteem to meet the standards of excellence.

   vii. All Instructors shall have the following competence:

   a) shall be thoroughly experienced in the subject designated for teaching

   b) ability to facilitate the learning of appropriate knowledge and the development of skills
c) familiarity with the current course materials and documentation
d) good communication skills to be able to impart necessary knowledge to students
e) have knowledge of current practices and of relevant principles
f) familiarity with the applicable international and national regulations

viii. Before allowing new instructors to present a course, training providers shall first ensure that he/she has acquired the competence as defined above. As a minimum this shall involve the instructor (all the following):
   a) participating as an instructor under the supervision of a trained instructor for a minimum of one course
   b) must effectively conduct each session of the course at least once in a year under supervision of a trained instructor
   c) being monitored by the training provider presenting and managing the course

ix. the course provider shall have documented procedures for:
   a) selection of Instructors, on the basis of their competence, qualifications, experience and training
   b) initially assessing the conduct of Instructors during courses and subsequently monitoring their performance.
   c) The procedure shall include monitoring and review, at least annually, of each instructor’s performance. Records of these reviews shall be maintained by the course provider.

x. Where there have been no previous presentations of a course (i.e. where the course provider is seeking initial approval), the course provider shall have documented evidence of fulfillment of the competence requirements of the instructors before the initial presentation.

xi. Detailed resumes of all the Instructors should be sent along with the application to NABET.

xii. Any additions in the list of instructors should be communicated to NABET immediately for approval before participation of any instructor in the course delivery.
2.4.2 Course Objective

Course objectives should be specific, measurable, and written from the learner’s perspective.

Guidance Notes (Indicative)
- Applicant Institute shall have documented Course Objectives
- The institute shall also provide evidence on how it arrived at the course objectives. These may be in the form of MoM with stakeholders or experts who designed the course or if the course is following a regulatory framework the same may be documented.

2.4.3 Learning Outcome

a) The content and the designing and development of courses of the Course or Program shall have to be developed by the in-house faculty. In the event of the course or Program is adhering to protocol of another bigger organization/body then the same shall be proved.

Guidance Notes (Indicative)
- Written records with respect to the evolution of the course content
- Proof of participation of the in-house faculty
- Justification of the use of experts, if any, for development of the content and design of the course

General requirements for Teaching Learning Process

a) The Institution 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:
i. course planning and development.

ii. development of course time table and delivery of curriculum.

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

iv. records of the stage wise course delivery and student evaluation shall be maintained. Records of students leaving course mid-way should also be maintained.

b) Course Delivery: the course delivery shall be conducted in ways to facilitate student learning, success and active participation. It should be supported by appropriately equipped teaching facilities and relevant distance education technology. The use of appropriate and innovative distance education methodology shall be used

i) The Online Courses and Program delivery shall be through a safe and secured learning platform.

ii) Training courses shall be designed to have a high degree of interaction between students and instructors. Training methods shall seek to involve and engage students throughout the duration of the course.

iii) The online learning shall follow the quadrants ‘approach’. This means that fulfilment of the following should be demonstrated:

a. Quadrant I: e-Tutorial that shall contain - Video and Audio Contents, animation, simulations, virtual labs as per the requirement of the Program.

b. Quadrant II: e-Content, that shall contain - Portable Document Format or e-Books or Illustration, video demonstrations, documents and interactive simulations, wherever required.

c. Quadrant III: Web Resources that shall contain - Related Links, Open Content on Internet, Case Studies, Historical development of the subject, Articles.
d. **Quadrant IV**: Self-Assessment, that shall contain – MCQ, Problems, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQ, Clarifications on general misconceptions. Apart from this it may also include self-recorded audios and videos.

iv) The training course shall include both knowledge-based sessions (to facilitate understanding of concepts) and skill-based sessions (application of knowledge and skills in practical activities)

   a. Knowledge based sessions may be instructor led, but shall allow for some interaction with students enabling instructors to test learning and students to clarify their understanding as required.

   b. Skills based sessions may be supported by instructor input to address the relevant requirements and techniques

v) Methods for validating student achievement of the learning objectives and for providing timely feedback shall be included in the course. The modalities for continuous assessment of learner shall be defined.

vi) Each student shall be required to participate in practical skills-based activities: workshop, case studies etc.

vii) Training aids such as videos that are directly relevant may be used to supplement the training by the instructors.

**2.4.4 Admission Policy**

The Institute Shall

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

b) All the pre-requisites and other course requirements shall be made available to general public
c) prepare information brochure/prospectus, describing the information on Institution’s policies and programs. It shall provide for easy and unambiguous understanding of rules and regulations concerning conduct/discipline, attendance norms, financial obligation assessment / qualifying criteria etc. on part of students/parents.

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

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<thead>
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<tr>
<td>✓ Pre-enrolment information sharing with students</td>
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<tr>
<td>✓ Requirements of fees, application form, eligibility criteria, documentation requirement</td>
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<td>✓ Refund policy</td>
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<tr>
<td>✓ Details about the course, curriculum, course objectives, learning outcomes shall be defined</td>
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<td>✓ Course Delivery mode and IT requirements for students shall be specified</td>
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<tr>
<td>✓ Assessment protocols, completion schedule</td>
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<td>✓ List of reference material required for the course completion</td>
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2.4.5 Course Material

i) Each student shall be provided with a complete set of course notes to supplement the training program (all the course notes provided to students/participant need to be in soft copy). Each Course note will be document number, revision status etc. For identification and relevance of course, material.

ii) The set of course notes shall include a table of contents and a cover page that gives that approved course provider’s name and course identification.

iii) The notes shall cover each session and shall include all-important points of the element being covered.

iv) Course notes may include typical examination questions, provided they are not used in any of the examinations, either during the course or following the course.

v) The institution must have a library of resources which the students can access. Guidance on usage of available material to
the enrolled students for academic learning and lifelong learning thereafter shall be made available.

2.4.6 Duration of the Course

i) The total course time devoted to direct instruction and to assigned team and individual activities shall be defined for each and every course linked with desired learning outcome of the student.

Guidance Notes (Indicative)
- List of modules in a course and their delivery plan and scheduling
- The justification of the time devoted to a module
- The proof that student engagement is maintained during the duration of delivery of course material
- Monitoring of assignments to individuals and their justification

ii) Information regarding commencement of the academic sessions shall be made available on the website well in advance.

Guidance Notes (Indicative)
- The procedure for announcement of a new course shall be documented
- The justification of the advance notice provided for students to enroll for a program shall be documented

2.4.7 General Course Management Requirement

1) The Courses or Program shall be designed for conventional learners including students, as well as working professionals and other individuals aspiring to acquire knowledge and associated academic credentials.

2) In the beginning of the course, institute shall provide to the students a description of the course format, student responsibilities, how the student will be evaluated and the basis for each type of evaluation.

Guidance Notes (Indicative)
- Sample brochures, if any
- Student’s handbook regarding the course curriculum and time lines for classes, assignments, evaluation etc is documented
- Almanac or some similar document wherein the expectations from students is mentioned

3) Apart from the above Institute shall maintain the following -
   a. Program-wise information such as duration, start and end dates,
b. fee,
c. number of students,
d. name of students with identifier
e. Announcement of result on the website within 7 days from the end of the activity and shall be updated on a continuous basis schedules of classes, examination etc. and results declared. (Wherever applicable).

**Guidance Notes (Indicative)**
- Detailed documented evidence in respect of all the above needs to be demonstrated
- Assignment/examination schedule and declaration of its result is very crucial and timelines specified by the Institution and its adherence shall be demonstrated

5) The Training Institution may evolve the curricular aspects, assessment criteria and Credit framework for the award of Certificate adopting the following requirement:

a. The course content for each course shall be clearly defined, each having modular e-content, delivered online in a structured format, with clearly spelt out learning outcomes which students are expected to acquire at the end of the module.

**Guidance Notes (Indicative)**
- Detailed course curriculum shall be documented
- Development of e-content in relation to the curriculum and its vetting by an expert committee be proved
- Course time-lines to be documented
- Learning outcomes for each module be defined and the mechanism for its measurement shall also be documented with evidence of justification

b. Courses or Program architecture shall permit the online teacher or instructor to add multimedia enriched and interactive content, activities and assessments to extend learning opportunities and shall be easy to navigate.

**Guidance Notes (Indicative)**
- The institute shall provide proof of the online modules prepared and their alignment to the defined modules in the curriculum
- The ownership issues of the multimedia and digital content shall be evidenced
- Any licensing and similar issues should be proved to the advantage of the institute
- The platform used by the institute for delivery of its online content shall be fully subscribed / owned and it shall be evidenced by the NABET Assessment Team
c. Information regarding commencement of the academic sessions shall be made available on the website well in advance.

**Guidance Notes (Indicative)**
- The website of the Institute shall be updated with the relevant information of the courses, their timelines as well as the details of the students and staff etc


d. Identified technological interface and interoperability - the Online Course or Program shall be able to utilize a variety of technology tools, shall have a user-friendly interface and meet accessibility standards for interoperability and access for learners with special needs.

**Guidance Notes (Indicative)**
- List of technology tools and their respective licenses
- The security features of the online delivery mechanism
- Proof that the various tools and tech platforms are user friendly
- Proof of accessibility for all participating members in a course.
- The institute shall evidence that all the course material, assignments and examination are available to all stakeholders as per schedule.


e. Professional Online Courses or Program - in case a Training Institution intends to offer professional Online Course or Program in special subject areas then a copy of approval for same granted by the professional or statutory body shall be uploaded on the website.

f. Compliance to the requirements of the appropriate professional or statutory council for the Course or Program covered in their domain shall be responsibility of the Training/educational Institutions offering such Course or Program and they shall be held responsible for any legal issues arising out of noncompliance to such requirements.

2.5 QUALITY ASSURANCE, PERFORMANCE ENHANCEMENT AND BEST PRACTICES

Course/program review is an important procedure whereby the Institution reviews the delivery of its courses and the success of the students as part of a process of continual improvement and of ensuring the on-going relevance of the curriculum.

It is expected that the institute shall:

a) **Undertake annual academic review of its courses/programs.** As part of the
academic review the Institution shall monitor students’ academic development and pass/completion rates, analyze examination results for trends and inconsistencies and review the performance of the teachers as well as the validity of the course in the market

**Guidance Notes (Indicative)**
- Written procedure for the conduct of academic review
- Record of the academic review meetings and action taken report
- Record of student examination result
- Written report on student performance by course coordinator
- Evidence that reports and results are shared with all students
- Procedure Student feedback on the course delivery and individual teachers
- Record of meetings with students on quality issues
- Minutes of meetings held with prospective employers and other relevant stakeholders

b) **Procedure for curriculum development and course design should be well established.**
The academic equivalence of the courses shall be established. While establishing the justification for the course the Institute shall also document if there are other professional (national or international) bodies and institutes that are delivering similar courses

**Guidance Notes (Indicative)**
- Written procedure for course/program design and curriculum development. In case course curriculum is not owned by the Institute and belongs to some other professional body a justification regarding the same must be mentioned.
- Minutes of the meetings held along with list of participating members in the meetings for curriculum design
- Course/program description and its approval by competent authority
- Evidence of independent validation by experts or advisors and their areas of specialization as well as experience
- Mapping matrix for other similar or same courses available in the market and comparative analysis for justification of the curriculum adopted by the institute
- Procedure for continuous evolving of the course content for a competitive market and its implementation process

c) **Attendance**
Training Course provider shall maintain the record of all students/participants attending the online classes. Students/participants shall be allowed to sit in examination if he/she has attended the online classes as prescribed in the course program by the Training Course Provider.

**Guidance Notes (Indicative)**
- Attendance record format must be approved by competent authority
- Record maintenance procedures shall be well documented
- Students must be informed well in advance regarding their attendance and its relation to course completion
i) The Organization (Training Course Provider) shall have a self-assessment plan which will provide an opportunity to periodically and systematically evaluate and assess the state of affairs for providing quality education and training.

**Guidance Notes (Indicative)**
- Documented procedure for the self-assessment of courses
- Internal evaluation methodology for each lecture and course culmination

ii) The Accredited Institutions offering a Course or Programme in online mode shall take the following steps:

a) establish Internal Quality Assurance Cell

b) ensure that the quality of Course or Program of study offered through online mode is as per the defined protocol in their documents or the other appropriate statutory authority from time to time;

c) ensure that the technical and instructional facilities with information resources for online delivery of Course or Program are in compliance to the guidelines laid by the regulatory bodies (if any) besides their own laid down criteria. In case of overarching statutory or regulatory guidelines, they shall prevail.

**Guidance Notes (Indicative)**
- Structure of Internal QA cell
- Periodicity of the meetings of the QA Cell and their documentation
- Mapping of the applicable statutory and regulatory requirements for the course delivery and their compliance matrix

iii) Continual Improvement

a. The Organization (Training Course Provider) will regularly monitor and analyze the teaching – learning process for its effectiveness.

b. Based on such an analysis continual improvement projects will be identified and initiated in a participative manner with the involvement of students, teachers and other interested parties.

**Guidance Notes (Indicative)**
- Feedback mechanism for each class
- Regular analysis of the feedback received
- PDCA of the activities on a regular basis
- Committee to analyse the feedback and its Minutes of the meetings
- Implementation of suggestions found suitable during these meetings and their periodic review
iv) Franchising, Licensing or Subcontracting of Course/programs

a. No NABET accredited course can be subcontracted to a second organization, a person or course provider without the consent of NABET.

b. Faculty or Support Faculty who is not on roll of the Training Organization can be used to deliver the course, provided the contract between Training Organization and the Faculty/Support faculty exists.

c. Further, Faculty or Support Faculty is only allowed to deliver the course, however all the control and administration process related to the course shall remain with the Organization (Training Course Provider).

d. A Branch is an office/site owned and controlled by the applicant and authorized to market, administer or present NABET accredited training course under accredited training course provider’s name, responsibility and control. This includes overseas branches also.

e. The applicant shall have appropriate methods to monitor and measure the performance of the course to ensure that the NABET requirements are consistently met.

v) Confidentiality

a) Institute (Training Course Provider) shall have adequate arrangements consistent with applicable laws to safeguard confidentiality of all information provided by students, including results of examinations. Personal data privacy requirement to be followed by Applicant Training provider.

Guidance Notes (Indicative)

✓ Legally enforceable and binding contract between the contract service provider and the Institute
✓ Clear terms and conditions of the kind of services to be provided and the remunerations thereof.

Guidance Notes (Indicative)

✓ List of software for security of the network, storage devices and other equipment used for course delivery and administrative purposes
✓ Antipiratagarism software
✓ Applicable IT regulations of the local regulatory and statutory Bodies and their compliance matrix
✓ Copyright issues with respect to the training material
✓ Document control mechanism and its implementation
✓ Age of students to be monitored. In case the student is under 16 years of age, the applicable Child Protection Policy may be in place. These should be documented and followed.
b) These arrangements shall be extended to include organizations or individuals acting on its behalf and representatives of the applicant.

c) Except as required in this criterion, information about a student shall not be disclosed to a third party without written consent of the student, nor shall information about a student’s sponsor be disclosed without written consent of the sponsor.

vi) Changes in System/ Process/ Documents / Any other Area

a) The applicant/ accredited organization shall ensure that any major changes it tends to make to the training course design or content are first approved by NABET. This will invariably be followed when the course is based on international standard / normative document such as ISO 9001 and the standard undergoes revision.

**Note:** Major changes cover significant changes in course design, course duration, changes in performance evaluation method and/ or criteria. These do not include minor changes in contents of course notes/ overheads, small adjustments in sessions timings, changes in quizzes, practical exercises, examination questions, empanelment of new faculty etc.

b) Following a decision on and publication of changes, the applicant shall verify that each of its course Faculty members/ Resource persons implement them within a reasonable time.

c) The applicant shall notify NABET of any changes of address or any significant changes in organization structure or provision of services.

**Note:** NABET reserves the right to carry out assessment of changes to the documents and/or course delivery before its approval. The expenses for this re-assessment shall be borne by the applicant.

vii. Advertising and Use of NABET Logo

i. NABET Logo can be used by Accredited Institutions/ organizations in conjunction with training course/ course being accredited by NABET.

ii. NABET Logo can be used by Training provider at the following places–
a. On promotional material stating that the course is accredited by NABET and mentioning course accreditation number.

b. On certificate issued to candidates clearly stating the course accreditation number.

c. On cover page of the course materials stating course accreditation number.

d. On letter head and visiting cards mentioning that the organization is accredited by NABET for the courses being accredited by NABET.

e. Institution should ensure that NABET logo should not be used to indicate non accredited course be part of NABET Accredited courses.

(i) Each award of Certificate shall be assigned an unique identification number and shall have AADHAR number or other government recognized identifier or Passport number, as applicable, along with other details of the student and the Course or Programme and shall be uploaded on the website of the Institution.

(ii) Use of Digi-Locker to be encouraged for disbursement of certificates.

2.6 AWARDS AND QUALIFICATION

An external course/program is one in which the curriculum and assessment schedule is provided by an approved awarding body.

An internal course/program is one which has been totally devised by the Institution and may have a validation from an awarding body.

Note:
NABET inspections include an examination of the content and standard of the curriculum as well as the quality of its delivery to learners. We also pay close attention to the consistency and reliability of assessment. However, it should be noted that NABET neither confers nor validates degree-awarding powers. Applicants for distance education programs should always satisfy themselves that the level of recognition of a relevant award is sufficient to meet their needs.
A. Evaluation of Students

(i) Examination process shall be clearly defined and in case of proctored examination the details shall be elaborated.

**Guidance Notes (Indicative)**
- Detailed procedure for assessment and examination
- Examination and assessment pattern representing type of questions and their marking schemes
- Scheduling and protocol for examination
- Eligibility of students for taking the exams
- Question bank, its secrecy and its strength
- Validity of examination and result
- Procedure for related complaints and their mitigation
- Procedure for analysis of each question and its performance by students for checking its strength and relevance
- Duration for which the answer sheets are retained and the procedure for their disposal after stipulated duration expires
- Examination centers- hiring process, MoU with the relevant bodies for hiring,
- Detailed protocol for conducting the examination like size of hall, number of students, IT infrastructure, invigilators ratio to students
- Conflict of Interest declaration by question paper setter, examiners, invigilators and all others involved in the process
- Proctored examination process

b) a written examination that tests students’ ability for application of theory.

B. Continuous Evaluation

The continuous evaluation shall be documented and shall evaluate each student’s achievement of the learning objectives

**Guidance Notes (Indicative)**
- Detailed Process for internal evaluation
- Attendance and punctuality during the course
- Interval for internal evaluation- daily, weekly, at the end of module etc
- Procedure for handholding students who are performing below class average
- Procedure for interacting with students for sharing their interim performance and its analysis

A. **Written examination**

i) The written examination shall evaluate the students' comprehension of the subject and their ability to provide written justification of their evaluations.
### Guidance Notes (Indicative)
- The examination shall be impartial and open to all eligible candidates.
- Detailed process for written or practical or interview-based assessments.
- Maximum marks shall be defined. The examination shall be designed so that a competent student (i.e. one who has demonstrated achievement of the learning objectives) could achieve minimum marks as is relevant to the kind of course being conducted.
- The time allotted for taking the examination shall be defined in course curriculum. Strict adherence to the time limit shall be maintained.
- The process for accommodating special requests like scribe, extra time, etc shall be detailed and made available to all candidates well in advance without request.
- The instructor may allow a student with particular disability that adversely affects the student’s capability to complete the examination in the allotted time up to 30 minutes additional time for taking the written examination. Any such allowance shall be indicated in the records of the course or of the examination with supporting reasons.
- The process of allocation of ratios to written, oral and practical examination shall be pre-defined with adequate justification.
- The trainer, invigilator and examiner shall ensure confidentiality, transparency during the examination.

### B. Grading: Pass/Fail Decisions

i) The course provider shall have detailed procedures and process to arrive at the pass/fail decision.

#### Guidance Notes (Indicative)
- The evidence of how the protocol of decision to arrive at pass/fail is to be taken was taken.
- Minutes of the meeting and the members who made the protocol.
- Methodology to resolve any differences in grading and issue final grades.

### C. Re-examination

i) The issue of re-examination shall be clearly documented.

#### Guidance Notes (Indicative)
- Minutes of meeting on how the process and decision of re-examination was arrived at and list of its members.
- Review meetings, if any.
- Availability of the information without request.
- Protocol for developing question papers or relevant material for re-examination.

ii) Process of appeal and complaint for the re-examination.
Note: Apart from the actual Course or Program delivery, other components such as Counselling Process, Online Application Processing and fee payment shall also be provided through Online Mode without request.

D. Certificates

ii. A certificate of “successful completion” shall be provided to each student who has passed both the written examination and the continuous evaluation. The certificate shall:

a) Clearly state that the course is accredited by NABET
b) Include the NABET accreditation mark
c) Each award of Diploma or Certificate shall be assigned a unique identification number and shall have AADHAR number or other government recognized identifier or Passport number, as applicable, along with other details of the student and the Course or Program and shall be uploaded on the website of the Institution.
d) Identify the course by course title, course number and dates of presentation of the course
e) State that the student named has successfully completed the course
f) Include all information on a single side of the certificate

iii. The wording of any certificates of “attendance” shall make it clearly apparent that the student has only attended the course. There shall be no implication of successful completion.

iv. The design and content of the certificate of “successful completion” and the certificate of “attendance”, and any changes thereto, shall be approved by NABET.

v. No alterations shall be made in the certificate without prior approval of NABET.
2.7 SYSTEMS MANAGEMENT

NABET expects all of its accredited institutions to have written procedures for all of their policies and actions, and that the person with responsibility for each procedure is able to explain it to the Inspectors. This has the added advantage that if staff undertaking particular roles leave or are unavailable at short notice, other staff assuming these roles will know exactly what is expected of them. This applies in particular to procedures for the recruitment, enrolment and monitoring of attendance and academic progress of students.

A. Administrative Procedures

i) The Institute shall develop and maintain documented procedures for the effective administration of the course in line with ISO 9001. Areas covered shall include:

a) The design, development and evaluation of course materials and documentation to ensure conformity with the current NABET criteria

b) Presentation of the course

c) The control of course publicity and advertising

d) A document control system for the maintenance and updating of procedures and course notes.

e) The criteria for selecting course instructors, procedures for their initial training, evaluation of their delivery of the course and ongoing review of performance.

f) Management reviews of the course.

g) Records of individual students and each course offering, including analysis of statistics.

h) Student evaluation procedure, including pass/fail decisions.

i) Operation and conduct of the examination and re-examination, including security and confidentiality of examination questions, answers and marked papers.
j) Issue and withdrawal of certificates
k) Storage and eventual disposal of marked papers and continuous assessment records.
l) Methods such as statistical techniques used to analyze and improve student evaluations, instructors’ performance and overall course performance.
m) Notifying NABET of significant changes to the course before they are implemented.
n) Complaints and appeals.
o) The organization shall carry out internal quality audit every year

B. Records

i) The course provider shall maintain records to demonstrate conformance to the NABET requirements.

ii) Records shall be maintained in English.

iii) Records shall be maintained in electronic media.

iv) These records shall be maintained for at least three years or as per applicable legal requirement.

v) These records shall be made available to NABET.

vi) The records for each course presentation shall include:

a) Venue, dates, related advertisement and promotional literature

b) Names of instruction team members at the time of that course presentation, trainee instructors, observers.

c) Identification of the sessions conducted by the different tutor.
d) Identification of the specific issue (revision level) of the course documentation used.

e) Identification of the examination paper used

f) Names of all students who attended the course, together with the continuous evaluation results and the examination results for each student

g) All copies of marked examination papers, continuous evaluation forms and related summaries

h) The percentage of students that successfully completed the course

i) Unique identification number of each Certificate of successful completion and the name of the student to whom it was issued.

C. Facilities

i) The Online Courses and Program delivery shall be through a safe learning platform and the same shall be approved by the NABET assessment team after due verification.

ii) Identified technological interface and interoperability - the Online Course or Program shall be able to utilize a variety of technology tools, shall have a user-friendly interface and meet accessibility standards for interoperability and access for learners with special needs.
Appendix -1

Requirement for Learners

i. Requirements for Enrollment to Online Courses or Program - Learners to be enrolled for the Online Courses or Program shall be acquainted with the requisite information or literacy skills.

ii. Eligibility criteria for admission into the program shall be deliberated upon and detailed. All relevant records for arriving at the criteria shall be maintained.

iii. The eligibility criteria shall be made available without request to everyone.

iv. Learner's Authentication Requirements - The Institutions shall exercise proper learner's authentication practice to ensure the academic integrity and the students, at the time of enrolment and all assessments for examinations, shall be required to provide the ADHAAR number or other government recognized identifier or Passport number, as applicable and verify their information for authentication for which necessary infrastructure or software shall be provided to them by the Institutions.

v. Active Engagement of the Learners – Detailed protocol for active engagement of learners shall be documented.

Active engagement in online or virtual class shall be monitored via participation in asynchronous or synchronous discussions, assignment activity and Course or Programme involvement and the analytics of Learning Management System shall be used for ensuring the learner's participation regularly (say every fortnight).

vi. Technical Know-how or Skills Requirements for Course Mentors - The Institutions shall have defined criteria or guidelines for the technical know-how and skill requirements of the online Course Mentors, and Course or Program Coordinators to ascertain that all the resources are competent to deliver online education effectively from the student learning perspective and continuous up gradation of skills for mentors and staff shall be essential for embracing newer methodologies and Information and communication technology tools for enhancing the development and delivery of the Online Course or Programmes in the long run. The organization shall maintain a competency matrix for all staff members and also have a mechanism to update the same every six months.
vii. Learners’ Support Services and e-Learning Materials - Institutions shall provide adequate support for advising, counseling, mentoring and guidance so as to ensure the best possible learning experience for the learners and there shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, group discussions, chats and plagiarism.

Appendix -2

Difference between Course Objectives and learning Outcomes-

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>A course objective describes what a faculty member will cover in a course. They will also include the goal or end objective of the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome:</td>
<td>A detailed description of what a student must be able to do at the conclusion of a course.</td>
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</table>
Section 3: Methodology of Accreditation Assessment
3.1 Accreditation Process

i) Accreditation is based upon the inspection of the full range of the institution’s provision and supporting activities for the delivery of the online program. In addition, a detailed consideration of the institution’s documentation, which helps to ensure that the on-going operation of the institution is maintained at an acceptable level is also observed.

ii) Institutions considering accreditation by NABET should download the appropriate Application Form from the NABET website. This should be completed and returned with copies of the institution’s documentation as detailed in the Application Form.

There are three stages in the accreditation process:

Stage 1 : Assessment of Completeness of Application
Stage 2 : Document Assessment
Stage 3 : Office Cum Course Assessment

**STAGE 1: Assessment of Application and accompanying documents**  
*(Assessment of Completeness of Application)*

i) Stage 1 involves the review of the documentation submitted with the application to review the completeness of application and the requisite fees (Refer Section 3.0 Fees Structure).

ii) If the information provided is assessed as acceptable, the process moves to Stage 2.

iii) If it is not acceptable, the institution may be advised either on actions to be taken to rectify the perceived shortcomings, or that it is unlikely that NABET would accredit it at this stage of its development.

*Please note: NABET reserves the right to decline an application.*
STAGE 2: Initial Assessment: Document Assessment

i) The Stage 2 inspection will normally be conducted of the documents submitted as per check list provided to the applicant on receipt and acceptance of application.

ii) The assessment will focus on the institution’s compliance with applicable statutory requirements, management, the adequacy of the teaching resources for the advertised or planned courses, staff and student records.

iii) NABET shall evaluate the documented system including (but not limited to):

a) The course material, including the subjects to be covered, the time schedule for the various activities, and all the student and instructor materials such as course notes, student reading materials, case studies, simulations, tutor notes.

b) The examination format, questions and answers, time allotted, grading procedure, pass/fail requirements, policy and procedures for re-examination, technique for continuous evaluation, procedures used to assure the quality of measurements.

c) The criteria for selecting instructors, procedures for assessing their performance and a current list of instructors with their resumes.

d) Course administration documents including policies for admission of participants, course registration forms, fee schedules, course certificates and promotional material.

iv) After the evaluation, NABET will inform the course provider of the non-conformities and/or observations if any.

v) The course provider shall be required to close all non-conformities before proceeding to Stage 3 assessment.

STAGE 3: Office Cum Course Assessment

i) The stage 3 inspection will be as a minimum a one day visit by an NABET Assessment Team, which could be onsite or online as per the mutual decision taken by NABET Secretariat and the Applicant.
Institution.

ii) A check-list of the documents which need to be prepared for the visit will be forwarded to the institution. The Assessment Team will meet the owner(s) of the institution to discuss the business plan for the on-going operation and development of the program.

iii) In the event of the owner not being available, this meeting should occur with the Principal/ Head and senior management of the institution, and the meeting with the owner deferred to a later date.

iv) If the owner is still not available, then the reasons for this should be made clear and a person authorized to speak on behalf of the owner(s) should be identified and be present.

v) While all the Areas of Operation, identified in Section 1.6 and detailed in the document on the website, will be covered during the Stage 3 inspection, there will be an emphasis on academic matters, including learning and teaching, resources and quality management, together with student welfare and reporting to officials of applicable bodies.

vi) In general, Assessment Team will seek to encourage institutions to look for ways in which they might continue to improve their provision.

vii) The assessment will normally last one day, though for large institutions with more and a wide academic program this may be increased to more days as appropriate.

viii) The number of Members in the Assessment Team will depend on the size of the institution and diversity of the academic program.

ix) During the visit the Team will hold meetings with the senior management team, with other staff (without senior management staff being present) and with a group of students (online or through phone) to assess the operations on the institution.

x) The team will also observe the online teaching sessions and inspect the learning resources.

xi) NABET team shall evaluate all aspects of the course and all activities of the instructors for conformance to the applicable NABET criteria & course providers’ procedures, and evaluation of students for effective delivery of the course.
xii) During the assessment of the course, NABET Assessor reserves the right to allocate training session to the Tutors of the course.

xiii) The Institution shall inform all staff and students of the assessment and ensure availability for any enquiry and query as they may arise.

xiv) The Institution shall be informed of the findings and non-conformities if any in the closing meeting by the Assessor.

xv) The stage 3 report after closure of all non-conformities by the applicant institution and the assessment team shall be submitted to the Accreditation Committee for a decision on the Accreditation.

NOTE:
A provision of random inspection/assessment is also made available in this accreditation criterion. A random visit is not part of the formal accreditation process and is normally unannounced. This type of inspection may be for the following reasons:

i. response to information received from partner or government bodies,

ii. failure to notify NABET of significant changes,

iii. failure to respond to NABET requested information,

iv. to check that the institution is still operating in accordance with NABET’s accreditation requirements.

3.2 Accreditation Decision

Decision by Accreditation Committee

i) The decision on Accreditation is taken by the Accreditation Committee which consists of members selected by the NABET Board.

ii) The decision on accreditation (award of accreditation, maintaining accreditation and the withdrawal/suspension of accreditation) is taken on the basis of evidence provided by the Assessment Team and other relevant agencies/individuals (regulatory body, complainant, NABET Secretariat).

iii) When NABET Accreditation Committee determines that the Institution offering of the course based on office and course assessment is acceptable, NABET shall inform its approval to the Institute. This
accreditation will be with effect from the date of approval by Accreditation Committee.

iv) The annual accreditation fee should be paid by the Institute on receipt of invoice from NABET. Subsequently for every year, the Institute will have to clear the surveillance assessment and pay the requisite fee for renewal of accreditation.

v) Accreditation certificate will be issued on receipt of fees.

3.3 Interim Accreditation

i) In case of extreme exigency (where Accreditation Committee Meeting could not take place due to conditions beyond its control or transition from existing to new Accreditation Committee), Interim accreditation can be granted by CEO NABET based on a report submitted by NABET Secretariat on evaluation of the Assessment Reports.

ii) This interim accreditation will be only for 6 (six) months and needs to be put up before the Accreditation Committee (AC) for final decision.

iii) The decision that a case qualifies for Interim Accreditation may be taken by the Accreditation Committee Chair.

3.4 Listing on NABET website

i) The list of all accredited programs which are delivered in online mode will be made available on NABET website.

ii) The website will display list of applicant institutions as well as accredited programs.

iii) In addition, the list of institutions/programs whose accreditation has been suspended/withdrawn or which have been blacklisted will also be available on NABET website.

3.5 Maintaining Accreditation

i) A program once accredited will have to undergo regular surveillance in order to maintain the NABET Accreditation.

ii) NABET accreditation cycle is for three (3) years.
A program will be considered accredited from the date of the favorable decision of the AC. Every 12 months it will have to undergo surveillance assessment for maintaining the accreditation.

### 3.6 Surveillance and Re-assessment

**Surveillance Assessment**

i) To assess institution’s continuing conformance to NABET criteria and the effective implementation of the institute’s procedures, NABET shall normally conduct surveillance each year to ascertain the Administrative procedures, practices and records as well as of assessment of course delivery. This will be conducted online.

ii) In case there is a dire need, the assessment team in consultation with the management of the accredited institution may perform a physical visit to the institution. During the assessment of the course, NABET Assessor reserves the right to allocate training session to the Tutors of the course.

iii) Course surveillance and audits of administrative procedures shall be planned to ensure that different aspects of the course and the institutes system are regularly reviewed. While planning surveillance assessment risk based sampling method will be adopted for assessment of different aspects of the course and the institute system.

iv) Course presentation surveillances shall review different instructors. NABET reserves the right to demand witness of a specific Instructor.

v) NABET reserves the right to carry out more frequent or longer surveillance as necessary for specific institute in case of complaints/concerns against the delivery or administration of the course. Cost for the same shall be borne by the institute.

vi) NABET may conduct surprise surveillance of the institute. NABET shall annually or at any time, based on the information received, review the performance of the Accredited Institutions offering Online Course or Program through an assessment team ensuring adherence to the requirements of this document.
Re-assessment

i) NABET shall carry out reassessment of the office procedures, documentation and complete course(s) offered, to verify the compliance with the NABET criteria.

ii) NABET shall inform the institute in advance for the conduct of re-assessment.

iii) The institute shall apply in the requisite application form for the reassessment of its program/course enclosing the necessary papers and the fee before the end of 3 years from the date of initial accreditation. Validity of the accreditation is only 3 years. It is expected that the process of re-accreditation should be initiated at least 3 months prior to expiry of accreditation.

iv) In case, approval for re-accreditation is not granted to an accredited Institution for running an Online Course or Program, the Institution shall not offer such Course or Program for the forthcoming academic year as an accredited program.

v) The students already enrolled in the Course or Program currently running shall be allowed to complete the Course or Program in the laid down manner.

3.7 Suspension or Withdrawal

i) NABET may suspend or cancel an accreditation of the institute because of any of the following, but not be limited to:

   a) Non-compliance or violation of the NABET requirements

   b) providing insufficient or incorrect information to NABET

   c) improper use of NABET accreditation status and logo

   d) changes in the certificate format without NABET approval

   e) changes in the course material without NABET approval

   f) failure to report any major changes in the course
g) any other condition deemed appropriate by NABET

h) non-payment of fees.

i) At the request of the accredited training institute

**Note:** All certificates of successful completion issued during the period of suspension must be cancelled and recalled. It is preferred that certificates issued during this period of suspension do not bear the accreditation mark.

ii) In the eventuality of the accredited institution not found complying to the accreditation norms the same shall be withdrawn by NABET. The following may be the cause of withdrawal:

a) On receipt of any representation from any person, or any information received from any other authority or a statutory body, or on the basis of any enquiry or inspection conducted by it, satisfied that an accredited Institution has contravened any of the provisions of the accreditation guidelines

b) Whenever it is found that the accredited institution has submitted or produced any information and documentary evidence which is found to be false at any stage or any condition which has not been complied with

iii) The initial punitive measure of suspension of accreditation may be taken by NABET and an opportunity of hearing the institution will be provided. An independent Committee will look into the matter. If the institution is found non-compliant or faltering the Committee may recommend withdrawal of accreditation.

iv) The institution has an opportunity to appeal against this decision. The decision of the Appeal Committee will be final and binding on all.

v) In the event of any accredited Institution being found flouting regulatory requirements as laid down by the various departments of Government of India for the management of online content and delivery of online training, the accreditation will be withdrawn immediately.

vi) An institution whose accreditation has been withdrawn once, shall not be eligible to apply for accreditation again for next one year.
3.8 Complaints and Appeals

Complaints

a. Any Institution aggrieved by a decision taken by Accreditation Committee may appeal to the CEO NABET within a period of thirty days and no appeal after the expiry of the said period shall be accepted.

b. Every appeal made shall be accompanied by a copy of the order appealed against.

c. After due consideration, NABET will put up the same to the Appellate authority which may confirm or reverse the order appealed against and the decision of the Appeals Committee shall be final and binding on the Institutions.

Appeals

i) An appeal against NABET shall be made in writing to the NABET Board Chairman. An Appeals Committee will be constituted out of the Board Members to resolve the issue.

ii) In case of non-acceptance of the decision of the Appeals Committee by the applicant, the appeal can be made to the Secretary General, QCI, who will then appoint an arbitrator for the purpose. The arbitration shall be held in the city of Delhi and shall be in accordance with the Arbitration and Conciliation Act 1996.

3.9 Powers of Inspection and Calling for Information

NABET shall periodically review the performance of the accredited Institutions offering Online Course or Program and for that purpose may direct the Institutions to provide such information as it may require for ensuring adherence to the accreditation process.
**Checklist for Document Cum Online Assessment**

**Note:**

1. Online Assessment will be to assess the implementation of various processes and procedure being developed by Training Organization and effectiveness various system and processes in achieving the desired objective.

2. Checklist mentioned here is an indicative only

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Yes / No</th>
<th>NC/Obs/OFI</th>
<th>Documentary Evidence</th>
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<tbody>
<tr>
<td></td>
<td><strong>Governance, Management &amp; Staff Resources</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>Training Organization legally identifiable</td>
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<tr>
<td>2</td>
<td>Training Organization has defined its Vision and Mission statement</td>
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<tr>
<td>3</td>
<td>Training organization has established the processes needed for establishing the training system</td>
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<tr>
<td>4</td>
<td>Training Organization has defined the Objective of the Institute</td>
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<tr>
<td>5</td>
<td>Training Organization has established the procedure for measurement of achievement of its objective through various operations, control and continual improvement processes</td>
<td></td>
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</tbody>
</table>
| 6      | Training organization has identified the resources needed for support and operation of processes  
   a) Man  
   b) Material  
   c) Machine  
   d) Method |          |             |                      |
<p>| 7      | Method for monitoring, analyzing and improving the processes is in place |          |             |                      |
| 8      | Outsourced processes are being identified by the Training Organization and process has been laid for controlling of these processes. |          |             |                      |
| 9      | Training Organization has laid down its structure of organization including responsibility and authority at various levels. |          |             |                      |
| 10     | Training Organization has well established governance structure vis-a-vis its operations and vision of the Institute |          |             |                      |
| 11     | Training Organization and has established process of communication |          |             |                      |</p>
<table>
<thead>
<tr>
<th></th>
<th>amongst the staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Training organization has identified the staff requirement course/program wise along with education, qualification and experience</td>
</tr>
<tr>
<td>13</td>
<td>Training Organization has established its assessment and examination process (Management Structure includes this process also)</td>
</tr>
<tr>
<td>14</td>
<td>Management Structure defines the roles and responsibility related to the process related to review of class content and delivery of lectures as well as process relate to data protection requirements.</td>
</tr>
<tr>
<td>15</td>
<td>Management of Training Organization reviews the performance of Institute Annually and maintain records of the same</td>
</tr>
<tr>
<td>16</td>
<td>Management of the Institute Annually Reviews the following</td>
</tr>
<tr>
<td>a)</td>
<td>Action outstanding from previous management review meeting</td>
</tr>
<tr>
<td>b)</td>
<td>Actions resulting from surveillance by the approval body</td>
</tr>
<tr>
<td>c)</td>
<td>Through review of administrative procedures</td>
</tr>
<tr>
<td>d)</td>
<td>Review of course design and its relevance</td>
</tr>
<tr>
<td>e)</td>
<td>Review of course presentation</td>
</tr>
<tr>
<td>f)</td>
<td>Review of examination policy and procedures</td>
</tr>
<tr>
<td>g)</td>
<td>Review of current performances of existing staff/faculty as well review of future training requirement of staff/faculty</td>
</tr>
<tr>
<td>h)</td>
<td>Review of complaints and appeals</td>
</tr>
<tr>
<td>i)</td>
<td>Analysis of student feedback including pass/fail rates</td>
</tr>
<tr>
<td>j)</td>
<td>Applicable Correction and Corrective and preventive actions on complaints, feedback and other sources including feedback from internal and external parties</td>
</tr>
<tr>
<td>Continual Improvement</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>1)</td>
<td>Risks and their mitigation plans, related to effective delivery of learning services as per defined requirements</td>
</tr>
<tr>
<td>17.</td>
<td>Training organization has established the process for continual improvement through involvement of students, teachers and other interested parties</td>
</tr>
<tr>
<td>18</td>
<td>Training organization takes necessary corrective and preventive actions for implementation of same at different levels</td>
</tr>
<tr>
<td>19</td>
<td>Top Management of the organization ensure effective management, collection, validation and analysis of data for monitoring the performance of the institute</td>
</tr>
<tr>
<td>20</td>
<td>Where possible Institute benchmark its performance against the same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complaints</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>Training Organization has established the procedure for complaint handling and taking necessary corrective and preventive action arising out of complaints</td>
</tr>
<tr>
<td>22</td>
<td>Training organization has established process of appeal mechanism</td>
</tr>
<tr>
<td>23</td>
<td>Students of Training Organization are aware of the process of making of complaints</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Learning Process</th>
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</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Training Organization has ensured compliance of statutory and regulatory requirement related to staff and Institute operational aspects</td>
</tr>
<tr>
<td>25</td>
<td>Training organization has ensured that all staff involved in delivering of courses are suitable competent for delivery of courses and have laid down process for competency mapping</td>
</tr>
<tr>
<td>26</td>
<td>Training keeps a review on the requirements of competency of faculty with changing needs and requirements</td>
</tr>
<tr>
<td>27</td>
<td>Training Organization conducts regular appraisal of the staff and identify the training needs of the faculty</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td><strong>Course Objective</strong></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Training organization has established procedure for selection, recruitment, performance analysis of each faculty and maintain the record for the same</td>
</tr>
<tr>
<td>29</td>
<td>Course Objective Defined and are specific and measurable from learner’s perspective</td>
</tr>
<tr>
<td><strong>Learning Outcome</strong></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Learning outcome is in synchronization with course objective and is being developed in house (yes/ No), If No is the course/ program is adhering to protocol of another bigger organization/ body. If, yes details of the same</td>
</tr>
<tr>
<td>31</td>
<td>Training organization has well established process of course planning, development of time table and delivery of curriculum</td>
</tr>
<tr>
<td>32</td>
<td>Training organization have established process for monitoring and evaluation of learning students by way of continuous assessments and tests</td>
</tr>
<tr>
<td>33</td>
<td>Course delivery ensures that students are able to achieve the course objective and are able to met the learning outcome</td>
</tr>
<tr>
<td><strong>General requirements for Teaching learning process</strong></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Training organization ensures that course delivery ensures a high degree of interaction between students and teachers</td>
</tr>
<tr>
<td>35</td>
<td>Course Program is being designed to include knowledge based as well as skill-based learning for the students.</td>
</tr>
<tr>
<td>36</td>
<td>Method of validation of students learning has been communicated to students.</td>
</tr>
<tr>
<td><strong>Admission Policy</strong></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Training organization has established policy and procedures for admission, including policy on concession</td>
</tr>
<tr>
<td>39</td>
<td>Process of admission is fair and transparent to all</td>
</tr>
<tr>
<td>40</td>
<td>Eligibility criteria for enrolment of students is defined and made public</td>
</tr>
<tr>
<td>41</td>
<td>Admission policy of Institute is defined in Institute Brochure including the process related to attendance norms, financial obligations, qualification criteria etc.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Course material</strong></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Training Institute has defined process for safe custody of documents being provided by the students</td>
</tr>
<tr>
<td>43</td>
<td>Copy of course material provided to all the students enrolled for different courses based on the needs and requirements</td>
</tr>
<tr>
<td>44</td>
<td>Course material so provided has copy of typical examination paper</td>
</tr>
<tr>
<td><strong>Duration of the course</strong></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Duration of the course defined</td>
</tr>
<tr>
<td>46</td>
<td>Information regarding the start and end of the course is in public domain</td>
</tr>
<tr>
<td><strong>General Course Management Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Training organization has established process for ensuring that course/program designed is suitable for conventional learner and will be able to achieve course objective</td>
</tr>
<tr>
<td>48</td>
<td>Training organization ensures that before the start of the program students are well aware with respect to their conduct during the course, course evaluation pattern and type of evaluation is being carried during the course</td>
</tr>
<tr>
<td>49</td>
<td>Training institute maintains the record for the following a) Program wise information (Start date and end date) b) Name and Number of student’s batch wise c) Website has the result of students within 7 days from the end of the course</td>
</tr>
<tr>
<td>50</td>
<td>Website of the Institute has details pertaining to classes program wise, examination details and results being declared</td>
</tr>
<tr>
<td>51</td>
<td>Institute website provide information regarding the commencement of program/courses</td>
</tr>
<tr>
<td>52</td>
<td>Where program needs approval of professional body or statutory same must be taken and approval copy is being uploaded on website of the institute</td>
</tr>
</tbody>
</table>
### Quality Assurance, Performance enhancement and practices

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<table>
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<tbody>
<tr>
<td>53</td>
<td>Internal Quality Assurance Team in place</td>
</tr>
<tr>
<td>54</td>
<td>Undertake annual academic review of its course/ program</td>
</tr>
<tr>
<td>55</td>
<td>Procedure for curriculum development and course design is in place</td>
</tr>
<tr>
<td>56</td>
<td>Attendance record of students are being maintained and available</td>
</tr>
<tr>
<td>57</td>
<td>Training Institute ensures the quality of course being delivered follows the defined protocol</td>
</tr>
<tr>
<td>58</td>
<td>Training institutes ensure compliance of statutory as well as its own laid down criteria with respect to course/ program</td>
</tr>
<tr>
<td>59</td>
<td>Training Institute ensures that course/ program being accredited by NABET is not subcontracted or franchised</td>
</tr>
<tr>
<td>60</td>
<td>Training Institute have contract with Faculties/ Support Faculties which are not on roll</td>
</tr>
<tr>
<td>61</td>
<td>Is the Training Institute have any Branch (Yes/ No). If yes, details of the same and control being exercised by Training Organization</td>
</tr>
<tr>
<td>62</td>
<td>Training Organization ensures confidentiality of information provided by students (As per applicable laws)</td>
</tr>
<tr>
<td>63</td>
<td>Changes in System/ Process/ Documents etc. are being communicated to NABET</td>
</tr>
<tr>
<td>64</td>
<td>NABET logo is being used to depict that course being accredited by NABET</td>
</tr>
</tbody>
</table>

### Awards and Qualification

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<table>
<thead>
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<tbody>
<tr>
<td>65</td>
<td>Documented procedure for grading of students pass/ fail is in place including awarding of marks</td>
</tr>
<tr>
<td>66</td>
<td>Procedure for examination assessment in place including procedure for awarding marks to various activities</td>
</tr>
<tr>
<td>67</td>
<td>Process of continuous evaluation is in place and is capable of assessing the student’s achievement of the learning objective</td>
</tr>
<tr>
<td>68</td>
<td>Process of re-examination is in place and defined</td>
</tr>
<tr>
<td>69</td>
<td>Design template of certificate to be issued to Students is in place</td>
</tr>
<tr>
<td>70</td>
<td>Certificate issued to students clearly demarcates between successful completion of course and certificate of attendance</td>
</tr>
<tr>
<td>71</td>
<td>Each awarded certificate has unique identification number</td>
</tr>
</tbody>
</table>

**System Management**

| 72 | Procedure for control of documents in place |
| 73 | Procedure for control of records in place |
| 74 | Procedure for providing feedback to students is in place |
| 75 | Procedure for academic review is in place |
| 76 | Procedure for self-assessment of the course is in place |