General Information Brochure on Activities of National Accreditation Board for Education and Training (NABET)
About Quality Council of India (QCI)

Quality Council of India (QCI) was set up jointly by the Government of India and the Indian Industry represented by the three premier industry associations i.e. Associated Chambers of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI), to establish and operate national accreditation structure and promote quality through National Quality Campaign. QCI is registered as a non-profit society with its own Memorandum of Association. QCI is governed by a Council of 38 members with equal representations of government, industry and consumers. Chairman of QCI is appointed by the Prime Minister on recommendation of the Industry to the government. It functions through the executive boards in the specific areas i.e., Accreditation for (a) Conformity Assessment Bodies, (b) Healthcare Establishments (c) Education & Vocational Training Providers. In addition it has an exclusive Board for promotion of Quality.

Each Board works independently and is chaired by a Chairman, identified from the prominent people related to industry in India

About National Accreditation Board for Education and Training (NABET)

National Accreditation Board for Education and Training is one of the constituent Board of Quality Council of India. The NABET mandate has been steadily increasing since past few years. Initiating from the accreditation of management systems trainings and auditor registrations, NABET has enlarged its scope in recent years. National Accreditation Board for Education and Training (NABET) is trying to match its progress with Slogan of QCI i.e. “Working for National Well Being.

With the growing needs of competent personnel and credible vocational training courses in various industry sectors, NABET has been rapidly expanding its scope of services to cater to the needs of the industry. NABET has established mechanism for accreditation of vocational training organizations and for skill assessment bodies.

NABET is the first organization in the world to offer accreditation of consulting organizations in various conformity assessment areas, Hospital Accreditation etc. Environment Impact Assessment (EIA) Consultant accreditation scheme has been developed which has been adapted as minimum requirement by Ministry of Environment and Forest.

NABET has launched accreditation program for Quality School Governance in the Country, with
a view to provide framework for the effective management and delivery of the holistic education program aimed at overall development of students.

Recently Ministry of Labour and Employment have taken a decision to make NABET Accreditation mandatory for Industrial Training Institutes seeking NCVT affiliation.

Five distinct verticals in the following areas have been formulated to provide focused strategic direction to the activities of the Board. These relate to accreditation of:

- a) Management Systems
- b) Environment Impact Assessment
- c) Schools
- d) Skill Training
- e) Skill Certification

**Achievements & International Linkage**

NABET is the first organization in the world to offer Accreditation of consultant and consultant organizations in various conformity assessment areas and also Hospital accreditation system etc. Its Environmental Impact Assessment is the first of its kind in the world. As of now, it has established national and international linkages as below-
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<th>Mutual Recognition (International)</th>
<th>Mutual Recognition (National)</th>
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<tr>
<td>o RABQSA International Inc., Australia &amp; USA</td>
<td>o Directorate General of Employment and Training, (DGE&amp;T), New Delhi</td>
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<tr>
<td>o American National Standard Institute (ANSI), USA</td>
<td>o Karnataka Vocational Training and Skill Development Corporation Ltd, (KVTSDC), Karnataka</td>
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<td>o Scottish Qualification Authority (SQA), Scotland</td>
<td>o Bihar State Government – State Council of Educational Research and Training, Patna (Bihar)</td>
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<td>o Sikkim State Government – Human Resource Development Department, Directorate of School Education, Gangtok</td>
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<td></td>
<td>o American Society for Quality (ASQ), Indian Operations</td>
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<td></td>
<td>o Gujarat Ecological Education and Research Foundation, Gujarat Government</td>
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Organization Structure

National Accreditation Board for Education and Training (NABET)

Management System
- Technical Committee – comprising very experienced professionals with proven track record. It guides NABET in developing the Scheme as well as the assessment process.
- Panel of Assessors/Experts

Environment Impact Assessment
- Technical Committee
- Panel of Assessors/Experts

Schools
- Technical Committee
- Panel of Assessors/Experts

Skills Training
- Technical Committee
- Panel of Assessors/Experts

Skills Certification
- Accreditation Committee

b) Accreditation Committee – comprising very eminent persons. Apart from approving accreditation, it also issues clarifications on the Scheme from time to time, as necessary

c) NABET Assessors – they are a group of very senior and experienced professionals with relevant experience, who carry out technical assessment of the applications as well as office assessment

d) NABET Secretariat – it comprises a mix of senior professionals and young technical staff which coordinates the entire process of assessment and accreditation
Management Systems

This is the traditional division of NABET from where NABET has started its journey. This division primarily focuses on the accreditation of Lead Auditor Courses in Conformity Assessment Areas. Division is granting accreditation in the following areas:

<table>
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<th>Accreditation of Other Courses</th>
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<td>• Environmental Management System (EMS)</td>
<td>• Hospital and Healthcare Consultant Organizations</td>
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<td>• Information Security Management System (ISMS)</td>
<td>• Food Safety Management System (FSMS)</td>
<td>• Diploma in Export Management</td>
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<td>• Food Safety Management System (FSMS)</td>
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<td>• Awareness Programs</td>
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<td>• Occupational Health and Safety Management System (OHSMS)</td>
<td></td>
<td></td>
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<tr>
<td>• Environment, Health and Safety</td>
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</tbody>
</table>
Environmental Impact Assessment

Introduction

Environmental Impact Assessment (EIA) is a statutory requirement for most developmental and industrial activities in our country. It is also being progressively used by financial institutions to assess the soundness of investment in a given project.

National Accreditation Board for Education & Training (NABET), a constituent board of the QCI has developed a voluntary Accreditation Scheme with inputs from various stakeholders including experts in the field, regulatory agencies, consultants etc., and launched it in August 2007. Some of the leading consultants in the field obtained accreditation under the scheme. The Ministry of Environment and Forests (MOEF) reviewed the scheme in 2009 and desired that the Scheme be updated incorporating the learning since launching of the Scheme. The Scheme was made mandatory by the MOEF through an Office Memorandum dated December 2, 2009.

Schemes Highlights

EIAs are essentially multi-disciplinary activities where inputs are required from specialists having knowledge of the industry/sector for which EIAs are to be carried out as well as in functional areas like land use, air pollution control, air quality modeling, water pollution control, noise and vibration, ecology and bio-diversity, socio economic aspects, risks and hazard management etc.

The ‘Scheme for the Accreditation of EIA Consultant Organizations’ evolved by NABET (the Scheme) identifies the following basic requirements of the EIA Consultant Organization:
a) Qualification and experience of EIA Coordinators and Functional Areas Experts  
b) Requirements for field investigations and laboratory arrangement to ensure the quality of the baseline data  
c) Quality management systems to be followed  
d) Office facilities and other enabling factors to be provided by an organization

Benefits of Accreditation to EIA Consultant Organization

Apart from the fact that currently it is mandatory for organizations which prepare EIA reports for obtaining environmental clearance, to get accredited under the Scheme, some of the other advantages are –

a) A system of yearly assessment by highly experienced NABET assessors providing valuable input for improvement  
b) Listing in the QCI and the MOEF websites, which is an important database for prospective clients  
c) Use of the QCI-NABET logo, a mark of quality in stationary, to improve the brand image of the organization  
d) Recognition in the international arena through the QCI which is a member of International Accreditation Forum (IAF)
Schools

Introduction

At the 2nd QCI National Quality Conclave in 2007, Dr A P J Abdul Kalam in his address stated that if we have to bring Quality in the Nation we need to begin at the roots i.e. in schools.

The Accreditation standard for Quality School Governance has been developed in the above mentioned context. The standard has three basic sections i.e.

- School Governance,
- Educational and Support Processes and
- Performance Measurement & Improvement.

The sections are interwoven to deliver Quality Education.

The School Accreditation standard:

- Provides educational services that aim to enhance satisfaction level of all the interested parties,
- It addresses requirements that are applicable to all kinds of schools, regardless of type, size, affiliations and nature of educational services provided,
- Provides a basis for assessing and where required, rating the effectiveness of an educational management system,
- Develop quality consciousness among interested parties involved in school activities
The standard can be adapted as a self-improvement tool and for third party accreditation. Accreditation engages the entire school community in a continual process of self-evaluation, reflection, improvement and being the best a school can be on behalf of the people it serves.

**Focus of the Standard**

- Establishing systems to enable learning, self development and improved performance,
- Providing for holistic development of student,
- Encouraging schools to pursue excellence,
- Complying with statutory and regulatory requirements.

**Use of the Standard**

- As a self-improvement tool,
- For third party accreditation / certification,
- By statutory and regulatory authorities

**Scope of the Standard**

This standard specifies requirements for accreditation of a school which:

a) Needs to demonstrate its ability to consistently provide educational service that meets interested party requirements with a view to provide holistic education and facilitate overall development of students &

b) Aims to enhance interested party satisfaction through the effective application of process approach for continual improvement of the system.

Accreditation helps to ensure that educational and support processes have synergy to provide for holistic development of student.

Accreditation is awarded, after carrying out structured assessment of compliance to the
Benefits of Accreditation

**Overall benefits**
- Conceptualize national curricular objectives in school processes
- Standardize school processes as per national / international requirements
- Design school governance structure and methodologies
- Enhance the teaching / learning process
- Design performance measurement and evaluation methods.

**Benefits for Students/Parents**
- Improved quality of education
- Holistic / balanced education helping students for personality development
- Organized and transparent school system for better day to day experience for students and parents
- Feedback system to get student and parent’s issues addressed

**Benefits for School**
- Capability development for delivering quality education
- Quality improvement in existing school system / process
- Proven and predictable model to run the school
- International standards applied for local and national school needs

**Benefits for School staff**
• Establishing quality culture
• Energetic and motivated staff
• Scientific and systematic approach towards teaching
• Continuous learning and training resulting skilled staff
• Efficient and improved work environment
• Work satisfaction

Benefits for School Management

• Benchmarking school against best in education field
• International recognition for quality standards (In addition to NABET Accreditation the school can get Scottish Qualification Authority – SQA accreditation also on payment of a nominal amount annually)
• Achievement of objectives and goals
• Establishing center of excellence and continuous improvement
• Establishing and working towards long term goal
• Regular feedback on performance through internal and external assessments

The Accreditation Standard for Quality School Governance if understood and implemented in its true spirit will enable schools to improve and transform themselves. It helps schools to move from being individual/people driven to process/system driven.

School Accreditation is not a threat or an invasion to privacy. The standard is not a tool that dictates terms & conditions. It is an attempt to achieve excellence through an education quality management system.

The only driver that could bring in a radical transformation in this mission is Accreditation.
Accreditation Process Flow:

1. Receipt of Application from School
2. Verification of Completeness of Documents by NABET Secretariat
3. Result of Verification of Documents
   - Additional Documents/Information sought from School
4. Proceed for Document Assessment
5. Desktop Assessment of Documents by NABET Assessors
6. Observations raised during the assessment to be closed by School

If Closed
Note:

1. School hosts Periodic Progress Review Visits by NABET and takes actions on findings necessary for continuance of Accreditation.

2. At the end of 4 years, school submits fresh application for continuance of Accreditation

**Skills Training**

There are two kinds of Vocational Training Institution coming for NABET Accreditation –

a) Industrial Training Institute seeking NCVT Affiliation

b) Vocational Training Provider not seeking NCVT Affiliation and needs only NABET Accreditation

**Vocational Training Provider not Seeking NCVT Affiliation and needs only NABET Accreditation**

Quality in vocational training has been chosen as one of the focus area under overall mission of National Well Being.

In view of this, Quality Council of India (QCI) has developed the Accreditation Criteria for Quality Governance of Vocational Training Institutions. The Accreditation criteria provides framework for the effective management and delivery of the competency based Vocational Education and Training (VET) aimed at overall development of the students.

Vocational Education and Training (VET) includes affiliated Industrial Training Institutes (ITIs), Industrial Training Centers (ITCs) and Vocational Training Providers (VTPs).
Accreditation is a process of establishing competence of VET in delivering the requisite elements of vocational training and its ability to carry out evaluation of competence acquired by the students, so as to make professional judgment. Accreditation focuses on learning, self development and encourages VET to pursue continual excellence. Accreditation helps in recognizing VET and professional programs affiliated with these institutions for a level of performance, integrity and quality which entitles them to the confidence of the stakeholders and community they serve.

The purpose of introducing accreditation program for VET is to uphold high standard of quality and expectation of the various stakeholders of the VET system. Some of the salient objectives include:

- To assess institutions and their programs that meet defined quality standards;
- To foster excellence in VET institutions building effectiveness in delivering competency based education and training;
- To establish framework for continuous improvement and provide opportunity to benchmark with other institutions;
- To facilitate developing professional competency of the students;
- To provide basis for determining eligibility for assistance and investment of public funds by regulatory/ affiliating agencies;
- Under the vocational stream a wide range of courses pertaining to different trades and vocations are offered. This set of criteria is equally applicable covering such a range of sectors and trades i.e.,
  - Engineering and Technology
  - Agriculture and Rural Development
  - Business and Commerce
  - Home Science and Hospitality Services
  - Health and Para-medical
  - Computer Science & Information Technology
  - Library & Information Science
  - Enrichment Courses.

Accreditation Criteria for Vocational Training Institutes specifies requirements for accreditation of an Institution which:

- needs to demonstrate its ability to consistently provide competency based vocational Training that meets interested party requirements and facilitate overall development of students,
✓ aims to enhance interested party satisfaction through the effective
✓ Application of process approach for continual improvement of the system.

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 Vocational Training service provided.

Accreditation Methodology
Application Flow

Receipt of Application

Administrative Verification of Documents

Result of Verification of Documents

Yes

Proceed for Stage I
Assessment - Document Assessment (Adequacy)

Desktop Assessment of Documents by NABET Assessor

Non-conformances and Observations raised during the assessment to be closed by VET

Additional Clarification sought from VET

No

Verification of Closure action by NABET Assessor

Proceed for Stage II
Compliance Assessment

Conduct of Compliance Assessment by NBET Assessor

A
Non-conformances and Observations raised during the assessment to be closed by VET

Additional Clarification or Assessment of VET

Verification of closure action by NABET Assessor

Yes

Case to NABET Accreditation Committee for decision

Grant of Provisional / Final Accreditation
The Craftsmen Training Scheme was introduced by the Government of India in 1950 to ensure a steady flow of the skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial training, to reduce unemployment among the educated youth by providing them employable training, to cultivate and nurture a technical and industrial attitude in the minds of the younger generation.

National Council for Vocational Training was set up by the Government of India in the year 1956. The Council has been entrusted with the responsibilities of prescribing standards and curricula for Craftsmen Training, advising the Government of India on the overall policy and programmes, conducting All India Trades and awarding National Trade Certificates.

The main objective of National Council for Vocational Training is to function as a central agency to advise the Government of India in framing the Training policy and coordinating vocational training throughout India.

The Directorate General of Employment & Training (DGE&T) in Ministry of Labour and Employment is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services. Employment service is operated through a countrywide network of Employment Exchanges. Industrial Training Institutes are under the administrative and financial control of State Governments or Union Territory Administrations. DGE&T also operates Vocational Training Schemes in some of the specialized areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing is the responsibility of the DGE&T. But, day-to-day administration of employment Exchanges and Industrial Training Institutes rests with the State Governments/Union Territories Administrations.
National Council for Vocational Training (NCVT), Ministry of Labour and Employment (MoLE) and Quality Council of India have developed an Accreditation Document for NCVT Affiliation of Government and Private Industrial Training Institutes (ITI’s). All Industrial Training Institutes intending for National Council of Vocational Training of Institute affiliation are first required to obtain accreditation from Quality Council of India for seeking NCVT affiliation. QCI will forward the accreditation report to DGE&T. DGE&T will further submit the application along with accreditation report for consideration of NCVT affiliation.

National Accreditation Board for Education and Training (NABET), one of the constituent Board of Quality Council of India (QCI) is responsible for handling the scheme of Accreditation of Government and Private Industrial Training Institutes. QCI (NABET) Accreditation is applicable to following Industrial Training Institutes –

a) New Government and Private Industrial Training Institutes

b) Existing ITI’s wanting to add new trades

c) Existing ITI’s wanting to add units in existing Trade/s

The Accreditation criteria provides framework for the effective management and delivery of the competency based Training aimed at overall development of the students. The criteria developed per se is applicable to Government as well as Private Industrial Training Institutes (ITI’s)
Assessment Process

APPLICATION FLOW

Filling of **online** Application by ITI

Receipt of filled online Application

No Objection from State Directorate within 15 days of receipt of application

Request for additional information

Yes

Objection

No

Administrative verification of online Application at NABET secretariat

Acceptance of complete online Application

Yes

Proceed for Stage I Assessment - Document Assessment (Adequacy)

Desktop Assessment of Documents by NABET Assessor

Non-conformances and Observations to be closed by ITI

Additional clarification/s sought from ITI

Yes
A

Conduct of Physical Verification by NABET Assessor

Non-conformances and Observations raised during the Physical Verification to be closed by ITI

Verification & Acceptance of closure action by NABET Assessor

Additional Clarification or Assessment of ITI

No

Yes

Case to be referred to NABET Accreditation Committee for decision

Grant of Final Accreditation

Submission of Report to DGE&T

DGE&T present the report to NCVT Sub Committee for affiliation

Grant of Affiliation by NCVT Sub Committee

No

Yes
Skill Certification

Skill Development Initiative on Modular Employable Skill (MES) has been developed in close consultancy with Industry, State Governments & Experts in pursuance of excellence in vocational training. MES is ‘Minimum Skill Set’ which is sufficient to get an employment in the world of work. MES allows skills upgradation /formation, multi entry and exist, vertical and horizontal mobility and lifelong learning opportunities in a flexible manner and allows reorganization of prior learning. The skill is to be assessed by the Assessing Body mainly from the Industry organizations. NCVT issues certificate of skills acquired through informal means/competence assessed.

DGE&T appoints Assessing Bodies to assess the competencies of the trained persons. The Assessing Body is an independent agency, which will not be involved in conducting the training programmes. This, in turn, will ensure quality of training and credibility of the scheme. Keeping in view the target of providing training/testing of one million persons throughout the country and to avoid monopoly, more than one assessing bodies are appointed for a sector or an area. The assessing bodies also assist DGET to develop qualifications and standards for assessment through research and interaction with industry, trainers and academia. Assessing Bodies are required to get Accreditation from National Accreditation Board for Education and Training.
Proceed for Stage III Assessment – Regional Offices and Testing Centers

Non-conformances and Observations raised during the assessment to be closed by Assessing Bodies

Additional Clarification or Assessment of Assessing Bodies

Verification of closure action by NABET Assessor

Yes

No

Case to NABET Accreditation Committee for decision

Accreditation Awarded