# Guideline for NABET

## Three days offline workshop on "Preparing School for Accreditation"

**New Education Policy (NEP)-2020:** was introduced as a landmark initiative to overhaul the Indian education system. Replacing the previous policy of 1986, NEP 2020 envisions an inclusive, equitable, and globally competitive education system. It emphasizes foundational literacy and numeracy, skill development, multidisciplinary learning, and technology integration into education. Moreover, the policy is rooted in Indian values and traditions, aiming to instil cultural pride while fostering innovation and global citizenship.

As we stand at this pivotal moment in India's educational journey, the implementation of NEP 2020 signifies not merely reform but a paradigm shift. The policy aims to embed quality assurance as an intrinsic aspect of school culture, ensuring that schools across the nation are equipped to provide holistic and transformative learning experiences. This represents a timely and strategic intervention with the potential to uplift millions of students and enable India to realise its vision of becoming a developed nation by 2047.

The education system in India, driven by the visionary reforms of NEP 2020, serves as the foundation for the ambitious goals of the Viksit Bharat Mission 2047. By focusing on equity, innovation, sustainability, and holistic development, India is setting the stage for a brighter, more inclusive, and globally competitive future. Schools, as the nucleus of this transformation, possess the power to shape generations of innovators, leaders, and responsible citizens who will guide India towards its vision of a developed and self-reliant nation by 2047. Through strategic reforms, collaborative efforts, and unwavering commitment, India is poised to leverage its educational strengths to achieve greatness on the global stage.

**National Accreditation Board for Education & Training (NABET)** is a constituent board of Quality Council of India (QCI)New Delhi, a National autonomous accreditation body under DPIIT, Ministry of Commerce and Industry, GoI. NABET-QCI is actively working in the domain of School Accreditation since 2007 and has developed "Accreditation Standard for Quality School Governance". NABET-QCI has assessed and accredited 8000+ schools across country and abroad. Drawing upon expertise in evaluation and accreditation of schools, NABET-QCI has initiated three days offline workshop namely "**Preparing School for Accreditation**. This workshop will cover:

A. **Understanding implementation of Accreditation Standard in school**: The objective is to sensitize participants on fundamentals of school accreditation (pillars, set of standards and related indicators/parameters etc.). Some of the parameters are mission, quality objectives, documentation, action research, data analysis, self-assessment, innovation, benchmarking, etc. Understanding these aspects of accreditation standard would enable implementation of the standard in your school with increased effectiveness, consistency, efficiency and make a roadmap for its accreditation.

**Objective**: This workshop aims to empower school stakeholders with a deep understanding of the fundamentals of school accreditation—covering its core pillars, standards, and key indicators such as mission, quality objectives, action research, data analysis, self-assessment, innovation, and benchmarking. Mastery of these concepts will enable schools to implement accreditation standards with greater effectiveness, consistency, and efficiency, creating a clear roadmap toward successful accreditation.

- Facilitate comprehensive understanding of the Accreditation Standard for Quality School Governance.
- Identify common challenges in implementing accreditation and develop actionable strategies to overcome them.
- Equip schools to maintain robust documentation that enhances operational consistency and efficiency.
- Guide optimal resource utilization to maximize system effectiveness.
- Build capacity in curriculum planning, delivery, and assessment aligned with accreditation requirements.
- Enable benchmarking against nationally and internationally recognized quality standards.
- Emphasize the significance of periodic, data-driven performance reviews.
- Promote creation of safe, healthy, and nurturing learning environments that drive organizational excellence.

- Foster holistic 360-degree assessments of core school processes based on research-backed criteria.
- Encourage self-reflection for continuous maturity advancement toward higher accreditation levels.
- Integrate accreditation frameworks such as ISO, SQAAF, Shala Siddhi, and ASQG for synergy.
- Connect accreditation processes with school improvement initiatives, NEP 2020 compliance, and national development goals.

## Key Takeaways (Tangible & Intangible

The entire programme will cover the elements of NABET Accreditation Standard along with component workshops organized by NABET-QCI such as Self-assessment & PRM, Development of SOPs, Data Analysis, Competency Matrix, Complaint handling & Feedback, etc. Following are the topics covered along with tangible & intangible takeaways:

| Key Areas | Intangible Takeaway | Tangible Takeaway |
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| **Documentation** (Accreditation Manual &SOPs) | Determining elements of documentation required forsystem driven process such as Accreditation manual,Standard Operating Procedures, Formats/ Checklists, master checklist, Control of records &documents, etc. | ○ Strengthening skill of writing accreditation manual and standardoperating processes (SOPs).<br>○ Focused approach in understanding need & requirements of school toconduct documentation strategically with effective time management.<br>○ Strengthening skill of linking documents across core processes.<br>○ Effective performance review management. |

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| **Self-Assessment** | Enabling school in effective implementation of accreditation standard. | ○ Strengthening system driven processes in school functioning throughregular monitoring<br>○ Identification of improvement areas from time to time<br>○ Enabling school to analyses school performance over the years bycomparing self-assessment and school assessment report. |
| **Health & safety measures** | Determination of preparedness of school against structural & non-structural safety measures, fire safety, safety measures for COVID 19 and different emergency measures etc. | ○ Strengthening safety measures for mitigating negative impact of emergency situations<br>○ Strengthening confidence level of parents about safety of their wards<br>○ Strengthening preventive preparedness of school against emergency situations |
| **Curriculum Planning and Implementation** | ○ Determining performance level of school against education for holistic development<br>○ Determining performance level against interdisciplinary & multidisciplinary education<br>○ Determining performance level against inclusive education etc. | ○ Preparedness level of school for Competency-based Education (CBE)<br>○ Preparedness of school for Differentiation of contents, pedagogy and Learning Outcomes for students as per Competency-based Education (CBE) |

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| **Assessment and Evaluation** | Determining performance level of school on assessment for learning (Formative & Diagnostic), assessment of learning (summative) and assessment by learning etc. | ○ Preparedness level of school against criteria or Learning Outcomeoriented education with in Competency-based Education<br>○ Preparedness of school for integration of rubrics, portfolios and authentic assessment tools & techniques within Competency-basedEducation (CBE) |
| **School Governance** | Determining performance level of school against quality practices of school leadership & governance | ○ Focused improvement in quality practices for school leadership &governance<br>○ Positive Impact on long term growth plan of school |
| **Professional Development Program for staff** | Determining performance level of school on scientific approach for identifying training needs of staff for professional development | ○ Focused approach for capacity building of staff for exemplaryperformances<br>○ Developing skill to devise competency and Skill matrix for staff |
| **Innovation & Benchmarking** | Determining performance level of school on innovation & benchmarking as techniques for continual improvement | ○ Preparedness level of school for continual improvement |
| **Quality Assurance System** | Determining performance level of school on structure for Quality Assurance System | ○ Institutionalization of quality assurance system<br>○ Development of monitoring mechanism for effective functioning ofprocesses |

**Details of the workshop:**

The details are as follows:

a. **No. of days:** 03-days
b. **Tentative Dates of the workshop:** 27th to 29th November, 2026
c. **Mode of workshop:** Offline
d. **Venue:** Mumbai, Maharashtra (The exact venue and location details will be shared shortly).
e. **Certificate:** Two types of certificates will be provided:
   - Successful completion certificate to those who score min. 70% in the examination conducted on 3rd day of the workshop[1].
   - Certificate of attendance to those who scores below 70% in the examination[1].

f. **Cost:** INR 9000/- (Exclusive of GST) per participant + (18% GST)
   **Total cost**: INR 10620/- each registration (inclusive of 18% GST)

g. After registration, fee is not refundable.

- In case of any query/ clarification, please reach out to undersigned at **9870118030 (diksha.nabet@qcin.org)**

[1] Attendance is mandatory for participant on all three days of the workshop to be eligible to receive the certificate.

## Participation & Eligibility Guidelines:

1. **Travel and Accommodation Reservations:**
   Participants traveling from a different state are requested to consult with the designated QCI official before making any travel or accommodation arrangements. It is recommended to book refundable travel tickets & hotel accommodation.

2. **Eligibility Criteria for Training School for Assessors Workshop:**
   To qualify for the Training School for Assessors workshop, candidates must qualify on both internal evaluation & written examination as per following criteria:
   - Successfully pass the internal evaluation, which carries a 70% weightage. This evaluation considers factors such as class participation, punctuality, and overall engagement during the workshop.
   - Achieve a minimum of 70% marks in the written examination that is the PSA examination.