

# **GUIDELINES FOR ACCREDITATION AND AFFILIATION OF TRAINING CENTRES**

BY

**KERALA ACADEMY FOR SKILLS EXCELLENCE**  
*(STATE SKILL DEVELOPMENT MISSION OF KERALA)*



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# CHAPTER 1: BACKGROUND AND CONTEXT

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## 1.1 About KASE

Kerala Academy for Skills Excellence (KASE) is the State Skill Development Mission (SSDM) of the Government of Kerala, operating under the Department of Labour and Skills. Established as a Not-for-Profit Company, KASE functions as the apex agency to coordinate, regulate, and implement focused skill development initiatives across various industrial sectors.

KASE has been designated as the State Skill Development Mission through G.O. No. 1501/16/LBR dated 02.12.2016, and subsequently as the State Skill Secretariat via G.O. No. 47/2018/LBR dated 28.05.2018. These mandates enable KASE to function as the single-window nodal agency for all skill development activities in the state.

## 1.2 Human Resource – The key success factor behind Kerala’s Development.

Kerala’s human resources have played a **central role in shaping the state’s socio-economic development**, setting it apart from many other Indian states. This progress is largely attributed to the state’s focus on education, healthcare, and social equity. A concise overview of these factors is presented below:

### 1. High Literacy and Education Levels:

- Kerala boasts the **highest literacy rate** in India (~96%) and has a well-developed school and higher education infrastructure.
- This has enabled a knowledge-based workforce skilled in sectors like healthcare, education, IT, and public administration.

### 2. Exceptional Workforce with Cutting – Edge skills:

- Kerala has produced a large number of **skilled professionals** with robust competencies and 21<sup>st</sup> century career- skills who contributes their expertise globally.
- A strong knowledge-based workforce has helped in nurturing and advancing local ecosystems, creating harmonious environment for sustained regional development.

### 3. Enhanced Social mobility and increased economic contribution:

- Kerala has marked significant social progression ensuring upward social mobility among all social group, significant portion of Kerala’s workforce is employed across the world, their remittances contribute 20-30% of the state's economy.
- The state hosts one of the most mature Start -Up ecosystem from the country. The co-operative sector and livelihood projects like Kudumbasree etc. are unique to ensure economic participation of people from various social groups.

### 4. Growth of the Service Sector:

- An educated population has fuelled growth in **IT, tourism, banking, and professional services**, creating a diversified economy beyond traditional agriculture.

#### 5. Social Development and Gender Equity:

- Human capital development has led to **higher social awareness**, especially in areas like **women's rights, health awareness**, and environmental protection.
- Female literacy and participation in public life are higher than national averages.

Kerala is always a front runner in cultivating excellence among its workforce to help them seamlessly adapt to the changes in different employment sectors. The state's vision is to enable access to high -quality training in skills that are demanded by the industry, cultivating a top -tier talent pool capable of leading and propelling transformation across industries. As the global labour market is expected to be reshaped and transformed by various factors, KASE - the State Skill Development Mission and State Skill Secretariat is focused on enhancing the skills and domain expertise of people within the working age group. Our objective is to equip every individual with skills and knowledge necessary to navigate and thrive in dynamic workplaces. The following beneficiary groups are categorized as part of our strategic approach:

- **Students**
- **Educated and Unemployed Youth**
- **Mid-Career Professional from job roles that are expected to be displaced**
- **Repatriates who needs to be reintegrated to domestic workforce**
- **Workers from traditional and unorganised sectors**

### 1.3 Skilling Kerala for the Future: Challenges and Pathways to Opportunities

Kerala, with its strong foundation in education and human development, is well-positioned to lead in skill enhancement and workforce preparedness. The state holds immense potential to expand skill development across key sectors including futuristic and emerging sectors. With rising demand for skilled professionals both nationally and globally, Kerala can leverage its educated population by investing in modern training infrastructure, industry-aligned curricula, and inclusive programs targeting youth, women, return migrants, and informal workers.

A strategic, region-specific approach to skilling - one that leverages local resources, fosters community collaboration, and delivers targeted training - can address unemployment and underemployment while driving sustained economic growth. By making **skills universally accessible** through a **decentralized delivery mechanism**, the state can reduce regional disparities, improve employability, and build a resilient workforce capable of contributing meaningfully to both local and global economies.

The skilling needs of the diverse beneficiary groups, requires not only inclusive and affordable training programs but also a framework that enables quality assurance, transparency, and alignment with labour market realities. Kerala's skill ecosystem is rich with abundant number of **Private Skill / Vocational Training Institutions and Agencies**. The Private Training

Service Providers brings with them unmatched expertise, experience, resources strength and infrastructure to impart skills that are relevant in the dynamic industrial environment.

To ensure inclusive and affordable access to quality skill development, the strength of both public and private training service providers must be leveraged. It is also equally important to establish mechanism where training service providers from both private and public sectors are encouraged to participate and contribute to mainstream skill development initiatives implemented in the state. The State Skill Development Mission is mandated to act as State Skill Secretariat of the centralized administrative framework formed to ensure convergence among various skill development initiatives implemented by various government departments and private entities by ensuring active network with industry, academia, government departments and agencies and other stakeholders from the skill development ecosystem. A systemic approach is developed which ensure convergence in skill development from hyper local level. **District Skill Committees** being the district level advisory bodies play crucial role in this new convergence approach. District Skill Committees are mandated to evaluate the unemployment complexities at district level and to prepare **District Skill Development plan (DSDP)**.

#### 1.4 Addressing the Skilling Gaps through Accreditation

The changing industry landscape driven by mechanisation and emerging technologies necessitates that Kerala adopts a formal mechanism to accredit training institutions. A transparent and structured accreditation framework ensures:

1. Effective mapping of training to **regional demand**: means aligning training programs with the specific employment needs and economic activities predominant in different parts of the state. Each district or region in Kerala has distinct industry clusters and workforce requirements. Accrediting the Training Service Providers who are regionally active will enhance employment outcomes and will ensure that the training imparted is not generic but tailored to regional industry needs.
2. Optimal utilisation of **existing training infrastructure** refers to ensuring that the physical and institutional resources already available—such as ITIs, polytechnics, community colleges, and private training institutions—are fully leveraged.
3. **Assurance of quality**, credibility, and relevance of training is fundamental to building trust in the skill development system. Accreditation acts as a validation mechanism, certifying that the training partners and their courses meet established standards
4. Finally, **convergence of skilling efforts** across schemes and departments aims to avoid fragmentation and redundancy in skill development initiatives. Currently, various state and central departments run parallel training programs with different criteria and limited coordination. A convergence model centralizes planning, funding, and monitoring under one umbrella - SSDM of the State - ensuring all schemes are aligned, complementary, and collectively impactful. This unified approach enables better tracking of outcomes and optimizes resource allocation.

## CHAPTER 2: CONVERGING SKILL DEVELOPMENT IN KERALA

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### 2.1 Existing Ecosystem Challenges

Skill development in Kerala is confronted by a complex mix of internal and external challenges that collectively hinder its reach, quality, and effectiveness. The current ecosystem remains fragmented, with fee-based private training providers operating independently and state-run schemes reaching only a fraction of the intended beneficiaries. There is a growing mismatch between the skillsets of the workforce and industry expectations, further complicated by the lack of an integrated monitoring and convergence system across various implementing departments.

The current ecosystem faces several critical constraints that limit the state's ability to scale up skill development initiatives. Key challenges include an inadequate course bouquet, insufficient pool of qualified trainers, limited stakeholder support, and low levels of industry engagement. Additionally, limited access to physical and digital infrastructure, low public awareness, minimal encouragement, poor connectivity, a pronounced digital divide, and widespread economic vulnerability further hinder efforts to bridge the skill gap among the target beneficiaries.

To overcome these internal and external limitations, Kerala must adopt a multi-pronged strategy that ensures fundamental reforms in training design, delivery, and governance. The vision is to build a state-wide, inclusive, industry-aligned skilling ecosystem capable of delivering training with both speed and quality, thereby addressing unemployment, underemployment, and labour market mismatches across all regions.

### 2.2 Need for a Unified Skill Development Approach

The solution lies in creating a **convergence model** - Figure 1, where all skill training activities, whether carried out by public or private entities, are systematically integrated under a single, unified ecosystem led by the State Skill Development Mission. This ensures uniformity in quality, reporting, and accountability across the board. Such integration eliminates duplication and allows the state to build on the strengths of both government-led and market-driven training mechanisms. Training partners participating in this ecosystem need to be incentivized to join force with the state government in bridging the skill gap. The infrastructure, resources, experience and expertise of all skill training partners should be pooled and rationally shared to address the regional employment complexities while ensuring the quality of investment in skill development.

A critical aspect of the convergence model is the **effective channelling of funds** from various state and central government schemes into a unified and outcome-driven skilling ecosystem. Rather than operating in silos with isolated funding mechanisms, the model aims to create a common financial framework where budgetary allocations across departments are pooled and directed toward skill development initiatives based on identified regional needs and vetted proposals. This not only prevents duplication of efforts but also **ensures transparency** and accountability in fund utilisation. Through centralized planning under the Labour and Skills Department, the funds can be allocated to training programs that are aligned with both industry

demand and the aspirations of Kerala's youth, thereby enhancing impact and improving employability outcomes across the state.

## 2.3 Strategic Importance of Convergence

Through KASE's convergence model, the state aims to:

- Ensure that training opportunities are made **accessible to all** segments of the population regardless of geographic, socio-economic, or educational barriers, thereby promoting inclusion in the skilling landscape. These training interventions must be timely in their delivery, responding quickly and efficiently to emerging demands in the labour market. Additionally, the training must be closely aligned with the specific needs of each region, which requires a comprehensive understanding of local economic activities, job trends, and sectoral demands. This approach ensures that skill development is not only equitable but also relevant and impactful in addressing the employment challenges across the state.
- **Establish a robust monitoring and evaluation framework** that allows for real-time tracking of how funds are being utilised across training programs. This system ensures that financial resources are not only accounted for but also directed efficiently towards achieving tangible outcomes. By integrating data from multiple schemes and departments into a unified digital platform, stakeholders at every level - from district committees to state authorities - can gain insights into fund disbursement, training progress, placement outcomes, and more. Such transparency improves governance, builds trust, and enables course correction in a timely manner, ensuring that the state's skilling investments are both efficient and impactful.
- **Enhance the employability** of various beneficiary groups including educated youth, mid-career professionals, repatriates, and workers from traditional and unorganised sectors—by tailoring training to their specific contexts and aspirations. For the educated youth, emphasis will be placed on high-demand job roles in emerging sectors. Mid-career professionals will benefit from targeted upskilling initiatives designed to help them remain relevant in rapidly changing industries. Repatriates will receive support for reintegration into the domestic workforce through recognition of prior experience and targeted reskilling. Workers in the informal sector will be equipped with structured, modular training that facilitates smoother transitions to formal employment. This comprehensive, inclusive approach will ensure that the skill development framework serves the broadest base possible, fostering regional economic resilience and upward mobility.

# Decentralisation of Skilling: Kerala Model

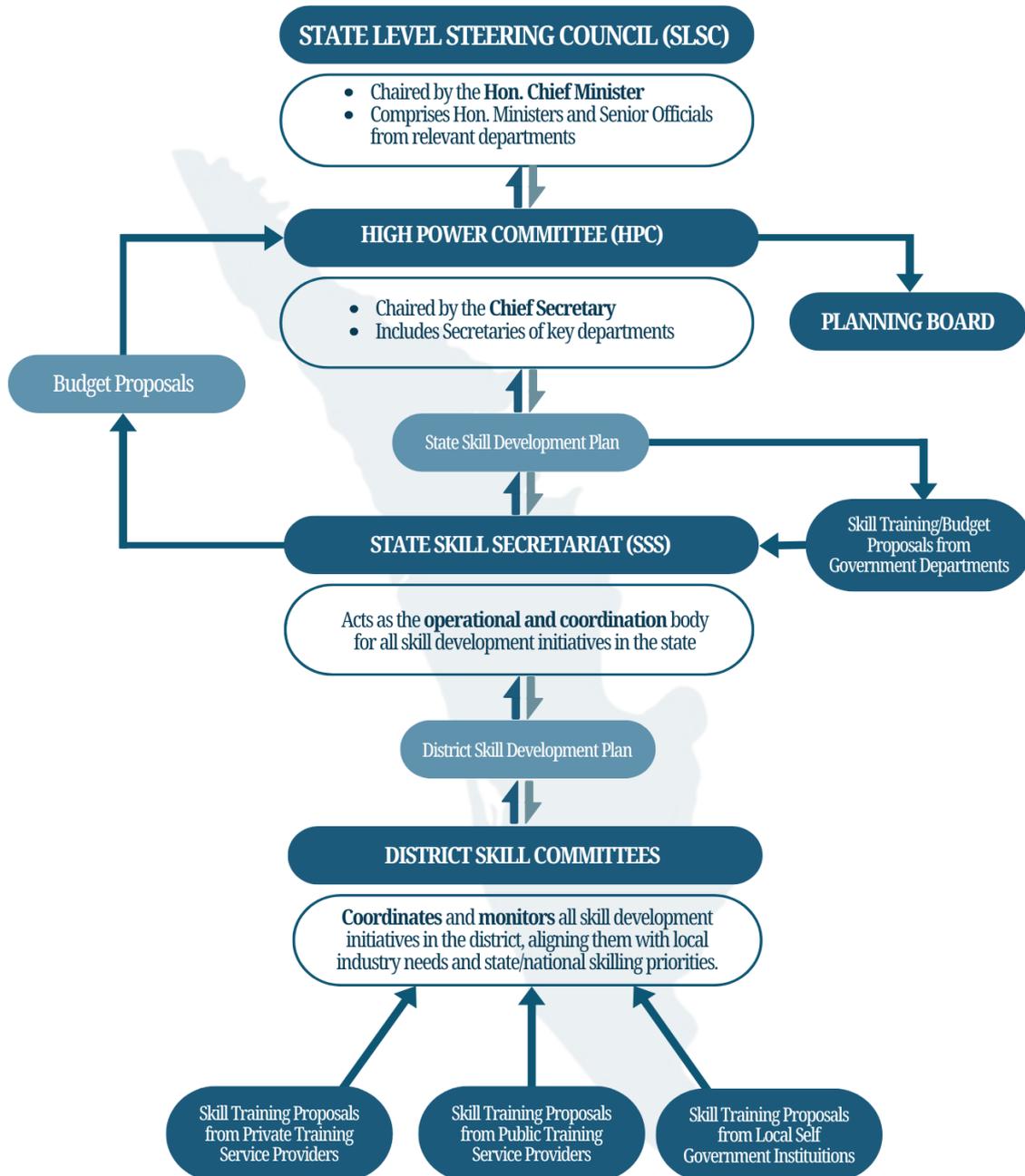


Figure 1: Kerala Model: Decentralisation of Skilling

## CHAPTER 3: DISTRICT-LEVEL CONVERGENCE MECHANISM

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### 3.1 Role of District Skill Committees (DSCs)

DSCs function as the principal decentralized authority for skilling in each district, bringing together government departments, academic and training institutions, industry bodies, and other stakeholders. They anchor workforce development by aligning training with local socio-economic priorities and implementing the District Skill Development Plan (DSDP).

Key functions include preparing industry profiles, mapping workforce demand, assessing skill gaps, and ensuring equitable outreach through geographical profiling. DSCs also map training capacity, mobilize local resources such as CSR and NGO support, and coordinate with Local Self-Governments for smart budgeting and fund alignment. Job stations are established to link post-training activities directly with employment.

As the nodal platform for the District Skill Training Proposal Pool (DSTPP), DSCs invite, evaluate, and forward proposals to the State Skill Secretariat, ensuring resources are equitably allocated across sectors, geographies, and social groups. They also integrate entrepreneurship promotion, lead awareness campaigns, and foster industry partnerships to make skilling aspirational and demand-driven.

Thus, DSCs act not only as planning and coordination bodies but also as facilitators of opportunity-driven skill development—connecting training with employment, entrepreneurship, and community advancement.

### 3.2 Training Partner Summits

To align stakeholder objectives and ensure synergy in skilling interventions, KASE facilitates Training Partner (TP) Summits across all districts. These summits serve as collaborative platforms where TPs, industries, academic institutions, government departments, and local self-governments interact. The summits provide a space to identify local training demands, forge partnerships, and streamline proposal submissions. They also allow KASE to communicate priorities, clarify guidelines, and motivate training partners to participate actively in the state's skilling ecosystem.

### 3.3 DSDP Formation Process

The District Skill Development Plan (DSDP) formation process begins with Training Partners (TPs) submitting detailed project proposals that outline the nature of the training to be imparted, targeted sectors, job roles, infrastructure availability, expected outcomes, and placement linkages. These proposals are submitted to the respective District Skill Committees (DSCs), which serve as the district-level coordinating bodies responsible for identifying local training needs and aggregating demand.

Upon receipt of proposals, the DSC undertakes a thorough evaluation based on various parameters, including the alignment of the training content with district-specific skill gaps, past performance of the training provider, availability of infrastructure, and the relevance of job

roles offered. This step ensures that only projects that are contextually appropriate and have strong implementation viability are moved forward.

The shortlisted proposals are then forwarded to KASE for a more rigorous assessment. Here, KASE employs a structured evaluation matrix designed specifically for DSDP screening. The matrix assesses each proposal against a comprehensive set of criteria such as employability outcomes, cost-effectiveness, scalability, regional alignment, and inclusion aspects. Based on the matrix scoring and validation, the most suitable projects are finalized for implementation.

Once approved by KASE, these projects are formally included in the DSDP for the financial year. This inclusion authorizes them for implementation and subsequent funding. Only those TPs that have successfully completed the accreditation process under KASE are eligible to implement the projects. Funding for these approved projects is drawn from a pooled convergence fund, comprising contributions from various central and state government skill schemes as well as departmental allocations. This ensures streamlined disbursement and accountability for financial resources and helps maintain the integrity and efficiency of the skilling ecosystem at the district level.

## CHAPTER 4: MAJOR STAKEHOLDERS AND THEIR ROLES

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1. **Labour and Skills Department:** The Labour and Skills Department is the nodal authority responsible for policy formulation, convergence of funds, and coordination of all state-led skilling efforts. It ensures that programs align with national policies, facilitates partnerships, and integrates skilling into broader development frameworks.
2. **Other State Departments:** These departments play a vital role in identifying beneficiaries, allocating departmental funds for skill training, and collaborating with KASE to deliver sector-specific training under centrally and state-sponsored schemes.
3. **District Administration:** Supports regional implementation of skilling initiatives and assists the District Skill Committees in aligning local training needs with state-level goals to ensure sustainable socio-economic development.
4. **District Skill Committees (DSCs):** Serve as decentralized planning bodies responsible for preparing District Skill Development Plans (DSDPs), aggregating demand, assessing skill gaps, and evaluating proposals submitted by Training Partners.
5. **District Skill Development Centres (DSDCs):** Act as implementation hubs at the district level. They coordinate logistics, conduct mobilization activities, monitor training, and facilitate the placement of trained candidates.
6. **Empaneled Third Party Inspection Agencies (IA):** These independent agencies conduct desktop evaluations of TPs and TCs under the SSDM. They assign Deemed Ready or Deemed Not Ready status based on their assessment, which is a prerequisite for further evaluation.
7. **Sector Skill Councils (SSCs):** Industry-led bodies responsible for defining skill standards, certification norms, and accreditation benchmarks. They:
  - a. Set standards such as trainer qualifications and equipment specifications per job role

- b. Review IA inspection reports and finalize accreditation status
  - c. Grant affiliation to TCs for specific job roles
8. **Assessment Bodies:** Conduct third-party assessments of trainees, validate skill acquisition, and ensure alignment of training delivery with National Occupational Standards.
  9. **Financial Institutions / NBFCs:** Provide financial support through credit schemes or loans for both candidates and training institutions, supporting the financial sustainability of skilling initiatives.
  10. **Industry Associations:** Play an advisory and participatory role by offering internships, apprenticeships, and feedback on job role relevance. Their engagement ensures the industry-readiness of trained candidates.
  11. **Training Providers (TPs):** Any organization established as a society, trust, company, LLP, government institute, or other legal entity who can provide skill training in industry relevant job roles and facilitate placements to the candidates.

## Accreditation Committee

Constituted with representatives from SSDM, this committee:

- a) Reviews appeals and inspection outcomes
- b) Recommends or modifies accreditation status
- c) Monitors and updates standards, policies, and fee structures
- d) Advocates for quality assurance in training and suggests corrective action.

## State Level Appellate Committee

Reviews appeals from TCs on accreditation-related decisions made at the SSDM. The matters involving conflicts related to recommendations and accreditation rejections are escalated to the Appellate committee for final resolution. (*The decision of the Accreditation Committee will be final.*)

## CHAPTER 5: CENTRE ACCREDITATION AND REGISTRATION UNDER KASE

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Centre Accreditation is a quality assurance process under the Kerala Academy for Skills Excellence (KASE), wherein Training Centres (TCs) are evaluated against prescribed parameters to ensure that they meet the standards necessary for delivering quality skill training. The process emphasizes continual learning and improvement and encourages Training Centres to maintain excellence in their operations. Accreditation under KASE aims to:

1. Evaluate Training Centres and their job roles based on defined quality standards.

2. Provide assurance to trainees, employers, and the public that TCs meet the required benchmarks for delivering relevant, inclusive, and high-quality training.
3. Promote accountability and quality management within Training Centres.
4. Support informed decision-making by stakeholders when selecting Training Centres.

While accreditation is voluntary in nature, it becomes mandatory for any Training Centre that wishes to participate in skill development programs funded by the Government of Kerala or any centrally sponsored schemes routed through KASE. Notably, KASE's accreditation is not restricted to Training Centres offering courses aligned with the National Skills Qualification Framework (NSQF). **Both NSQF-aligned and non-NSQF skill training programs can be offered by accredited centres**, provided they meet KASE's quality benchmarks.

### **Process Definitions for Centre Accreditation and Affiliation (Under KASE)**

- **TP Registration:** Entities seeking to function as Training Providers must register through a link provided by KASE. Upon submission of the application form and requisite documents, the TP is assessed for eligibility and is granted access to register Training Centres.
- **Centre Accreditation Application Submission:** Training Centres submit their accreditation applications through the designated KASE link. Applications must include details of job roles, infrastructure, trainers, and other required fields along with supporting documents and images.
- **Desktop Assessment:** Submitted applications are initially assessed by an Inspection Agency (IA) or KASE HQ officials through a desktop review. Centres that meet the criteria receive a "Deemed Ready" status, while those with deficiencies receive a "Deemed Not Ready" status along with a report outlining areas for improvement.
- **Physical Inspection:** Centres deemed ready undergo a physical inspection conducted by the IA or KASE officials to verify the submitted information and inspect the facilities, equipment, and trainer availability.
- **Review by Projects Team at KASE HQ:** Post inspection, the IA/Official from KASE submits its report to the Projects Department of KASE HQ, which reviews the findings and accords final accreditation status. KASE HQ may grant:
  - Accreditation
  - Conditional Accreditation
  - Rejection (with reasons)
- **Conditional Accreditation:** Granted to centres that meet most, but not all, criteria. Such centres must meet specific pending requirements (e.g., trainer certification) within a stipulated timeline to obtain full accreditation.
- **Affiliation:** Accredited or conditionally accredited centres must apply separately for affiliation for each job role. Affiliation is mandatory for commencing training operations and is valid for a fixed period.

- **Re-Inspection:** A TC may apply for re-inspection under circumstances such as disagreement with results, intention to improve grading, or changes in job roles or trainers. Applicable fees must be paid.
- **Upgrade from Conditional to Full Accreditation:** TCs must fulfill the pending conditions (e.g., SSC ToT certification, biometric attendance compliance) within the allowed period to transition to full accreditation.
- **Continuous Monitoring:** Accredited and affiliated centres are regularly monitored for compliance through field visits, document audits, and other methods. Failure to comply may impact accreditation status.
- **De-accreditation:** Occurs upon expiry of accreditation (*1 year*) or failure to meet conditions within the specified timeframe. Centres may also be de-accredited due to non-compliance.
- **Re-accreditation:** Accredited centres may apply for re-accreditation three months before expiry of their current accreditation. This process includes submission of updated documents and payment of applicable fees.

All application submissions, status tracking, and document uploads for the above processes will be facilitated through a dedicated link provided by KASE. This process ensures that all Training Centres operating under KASE, whether offering NSQF-aligned or non-NSQF training programs, meet a consistent and high-quality benchmark that promotes industry readiness, skill inclusivity, and enhances employment outcomes.

## CHAPTER 6: ACCREDITATION AND REGISTRATION PROCESS

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This chapter outlines the process through which KASE ensures that Training Partners and their affiliated Training Centres meet high standards of quality, governance, and accountability in delivering skill training across Kerala. Centre Accreditation is a quality assurance mechanism to validate TCs against established standards. It encourages continuous improvement and aims to ensure that all centres uphold the quality benchmarks expected by KASE. Accreditation is essential for participation in any government-funded skill training scheme and offers reassurance to stakeholders about the training centre's credibility and capability.

### Definition of a Training Partner (TP):

A Training Partner (TP) is any legally established entity such as a society, trust, proprietorship, company, LLP, government institute, or any other recognized organization that wishes to provide skill training under the Kerala Academy for Skills Excellence (KASE). The TP is responsible for registering its Training Centres (TCs) through the designated link provided by KASE. The TP acts as the umbrella organization for the respective TCs and assumes responsibility for ensuring adherence to the guidelines of KASE.

### **Roles and Responsibilities of a TP:**

- Facilitate the establishment of Training Centres.
- Ensure compliance with the guidelines and procedures laid down by KASE.
- Ensure that all registered Training Centres under their authority comply with the accreditation, affiliation, and monitoring protocols.

### **Definition of a Training Centre (TC):**

A Training Centre (TC) is an entity created and operated under a TP to deliver skill training programs. TCs are responsible for providing quality training in line with KASE's accreditation and affiliation norms.

### **Roles and Responsibilities of a TC:**

- Complete and submit the Centre Accreditation Application Form through the designated link provided by KASE.
- Apply for renewal of accreditation as required.
- Maintain compliance with accreditation, affiliation, and continuous monitoring guidelines.

### **TP Registration and Accreditation Process Overview:**

**Step 1: Training Provider Registration-** The process begins with the registration of the Training Provider. The TP must complete the online application form available on the KASE website by providing all required basic details. Upon successful completion, login credentials will be issued to the TP which will serve as the medium for all further correspondence with SSDM.

**Step 2: Proposal Submission to District Skill Committee (DSC)-** Once registered, the TP is required to submit a District Skill Development Plan (DSDP) proposal through the portal, using the prescribed template. The proposal must include course design, targeted sectors, intended beneficiaries, infrastructure readiness, scope for industry alignment and placements. The DSC evaluates the proposal for feasibility and alignment with district-specific skill development priorities.

**Step 3: Scrutiny and Inclusion in DSDP-** The District Skill Committee scrutinizes the proposal in detail with DSDP Evaluation matrix. The outcome of the scrutiny is communicated to the TP through the portal and may include approval, rejection or a request for clarifications/shortfall rectifications. In cases where shortfalls are identified, the TP will also be provided with the contact details of the designated Single Point of Contact (SPOC).

**Step 4: Accreditation Application and Fee Submission-** Following approval of the DSDP proposal, the TP must register themselves in the online portal along with the applicable fees. Following this, desktop assessment is conducted by the Inspection Agency (IA) or by any

authorized official using the KASE Accreditation checklist for Training Centres (*Annexure A*). Based on the outcome of this assessment, KASE will designate the TP as either “Deemed Ready” or “Deemed Not Ready.” Once granted, this registration remains valid for three years from the date of approval.

**Step 5: Physical Centre Inspection-** If the TP is declared “Deemed Ready”, KASE will provide a date for physical inspection of the Training Centre upon payment of the applicable fees (Training Centre Accreditation Fees and Course Affiliation Fees). The inspection team evaluates the readiness of the centre including infrastructure, compliance and facilities based on the KASE Accreditation Checklist for Training Centres (*Annexure A*). Upon successful verification, the team may recommend the Training Centre for Accreditation or Conditional Accreditation, and the inspection report will be countersigned by a representative of the District Skill Committee.

**Step 6: Final Verification of Course Curriculum and Fees by BAC -** Upon verification of the inspection report recommended after physical inspection, the same shall be submitted before the Business Advisory Committee for evaluation of the courses and its fees along with its industry relevance. The detailed equipment list for each course found during the physical inspection will also be submitted to BAC for final approval. Upon approval from BAC, training centre will be awarded “Accredited Training Partner” or “Rejected Accreditation” and will be required to pay the monitoring and evaluation fees. Only accredited Training Centres are authorised to commence training operations under SSDM.

**Step 7: Continuous Monitoring-** All accredited Training Centres are subject to regular monitoring through inspections and performance evaluations. The monitoring framework ensures adherence to prescribed standards. Continuous monitoring of Training Providers (TPs) and Training Centres (TCs) will be conducted using Excellence – Risk Framework outlined in *Annexure B* to ensure adherence to quality standards. Non-compliance may result in actions such as downgrading of status or suspension of training operations.

**Step 8: Renewal of Accreditation and Registration-** The accreditation of a Training Centre is valid for one year. Renewal applications must be submitted at least three months before the expiry date. Similarly, TP registration is valid for three years and must be renewed by following the same registration and accreditation process prior to expiry.

**Step 9: Penalties for Non-Compliance –** To ensure adherence to the monitoring and renewal process outlines in this guideline, the following penalties shall apply for non-compliance by Training Providers (TPs) and Training Centres (TCs):

- i. **Late Renewal of Accreditation**
  - a. **Penalty:** An additional fee of 10% of the renewal fee per month of delay, capped at 50% of the renewal fee, for submissions made after the three-month pre-expiry deadline (as per Step 8).
  - b. **Action:** Failure to renew within six months of expiry will result in automatic de-accreditation/registration suspension, requiring re-application with full fees (Rs. 10,000 for TP registration, Rs. 13,000+ per job role for TC accreditation).
- ii. **Failure to Meet Continuous Monitoring Requirements**

- a. Penalty: 10% of the accreditation fee per instance of non-submission of monitoring reports or failure to address identified deficiencies within 15 days of notification.
  - b. Action: Repeated violations (three instances within a year) may result in suspension of affiliation for affected job roles, pending corrective action.
- iii. Non-Compliance with Overall Performance Grade
  - a. Action: The training partner will have to submit the Annexure C
  - b. If the grade is D for two consecutive reviews, accreditation may become conditional, and will be subjected to the review of the Appellate authority.
  - c. Note: The grade is based on the weighted average of Governance (10%), Industry Engagement (15%), Qualifications (20%), Placements (25%), and Infrastructure (30%), with: A (85–100%), B (70–84%), C (40–69%), D (below 40%).
- iv. Misrepresentation or Fraud:
  - a. Penalty: Immediate de-accreditation/registration cancellation and a fine of 100% of the accreditation/registration fee, with referral for further action as deemed necessary.
  - b. Action: Offending TPs/TCs will be barred from re-applying for two years, and cases may be escalated to relevant legal authorities.

**Appeal Process:** Penalties may be appealed to the Accreditation Committee within 15 days of notification, with an appeal fee of 10% of the accreditation fee (refundable if successful). The Committee’s decision is final.

## Governance Framework

An **Accreditation Committee** shall be constituted comprising **managers of KASE** along with **subject experts** drawn from relevant domains. The Committee functions as the primary body for ensuring quality assurance and regulatory compliance in the accreditation framework. Its responsibilities include reviewing and amending accreditation standards, policies, and procedures from time to time; examining appeals submitted by Training Providers (TPs) or Training Centres (TCs); recommending corrective actions in cases of non-compliance; and monitoring the implementation of such measures to maintain the integrity of the accreditation system.

For **grievance redressal**, any complaint or dispute arising in connection with the accreditation process must first be submitted to the Accreditation Committee for review. The Committee shall examine the matter in detail and issue a resolution within a reasonable timeframe. If the resolution is not acceptable to the concerned Training Provider or Training Centre, the grievance may be escalated to the **Appellate Authority**, which shall be the **Business Advisory Committee of the respective sector**. The Appellate Authority shall review the case independently, and its decision will be final and binding on both the Training Provider and the State Skill Development Mission (SSDM). This two-tier mechanism ensures transparency, fairness, and accountability in the accreditation and grievance redressal process.

## CHAPTER 7: ACCREDITATION STANDARDS AND GUIDELINES

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The Accreditation Standards are driven by a grading matrix – Accreditation Checklist (*attached as Annexure A*) and are related to the operations and services offered by the TC to

its trainees. These standards are a set of practices and concepts, as laid down by the SSCs pertaining to each job role, that provide guidance to the TCs on all relevant aspects of skilling.

- The Accreditation Standards applicable to a TC is a combination of Infrastructure, training, health and safety related parameters categorized as Part-A and Part-B standards of the Accreditation Checklist.
- The standards of the Part-A category are the mandatory indicators to be adhered to. It is necessary that a TC complies with all the Accreditation Standards of Part-A category to become an accredited TC.
- The standards of the Part-B category are the other indicators, on which the TC shall be scored on the predefined points. It is mandatory that the TC achieves a minimum of 40% score with respect to the Accreditation Standards Grading Metrics.
- The Excellence-Risk Framework Parameters are provided in *Annexure B*.

## CHAPTER 8: APPLICABLE FEES

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To ensure standardization and sustainability of the accreditation and affiliation process, the following fee structure will apply to all Training Providers (TPs) and Training Centres (TCs) under KASE:

- **Training Provider Registration Fees:** Rs. 3,000
- **Training Centre Accreditation Fees (*upon completion of desktop assessment and awarding of 'Deemed Ready' status*):** Rs. 10,000
- **Course Affiliation Fee (*upon completion of desktop assessment and awarding of 'Deemed Ready' status*):** Rs.10000 per course
- **Monitoring and Evaluation Fees:** Rs. 5,000

### **Additional Charges (if applicable):**

- **Re-inspection Fees:** Rs. 10,000 + Rs. 1,000 per course
- **Appeal Fees:** Rs. 10,000

This fee structure shall be periodically reviewed by KASE and is subject to revision based on implementation requirements and feedback from stakeholders. All the fees mentioned as non-refundable.

## Annexure A: KASE Accreditation Checklist for Training Centres

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Sl. No	Accreditation Standard	Centre's Compliance	Documents/Proof Required
<b>Part-A</b>			
1	<b>Classroom Area/Capacity</b>		Floor plan approved by Licensed Architect/Engineer/Government Authority
a	Minimum 200 square feet per lab, 10 square feet per trainee, or 120% hybrid room size	Yes	
b	Non-compliance with lab area standards	No	
2	<b>Skill Lab/Practical Area</b>		Floor plan approved by Licensed Architect/Engineer/Government Authority
a	Minimum 200 square feet per lab, 10 square feet per trainee, or 120% hybrid room size	Yes	
b	Non-compliance with lab area standards	No	
3	<b>Placement Coordinator</b>		Salary Slip, Bank Transaction, or Appointment Letter

a	Dedicated Placement Coordinator appointed	Yes	
b	No Placement Coordinator appointed	No	
4	<b>Counsellor</b>		Salary Slip, Bank Transaction, or Appointment Letter
a	Dedicated Counsellor appointed	Yes	
b	No Counsellor appointed	No	
5	<b>Building Construction</b>		Photographs
a	Plastered walls, cemented/tiled floors, proper ventilation, secure wiring; tin/bamboo allowed for labs in Engineering/Agriculture with justification and false ceilings	Yes	
b	Non-compliance with construction standards	No	
6	<b>Separate Male/Female Washrooms</b>		Photographs
a	Separate washroom facilities available	Yes/No	
7	<b>Cleanliness and Hygiene</b>		Photographs, Housekeeping Staff Proof
a	Cleanliness and hygiene maintained with dedicated staff	Yes/No	
<b>Part-B</b>			
1	<b>Internet Facility</b>		Bills/Receipts, Self-declaration
a	Minimum 50 Mbps internet speed	Yes	

b	Non-compliance with internet standards	No	
<b>Sub-Section-3</b>			
3.1	<b>Centre Area</b>		Floor plan approved by Licensed Architect/Engineer/Government Authority
a	3000 square feet or more	15 points	
b	2000 to less than 3000 square feet	12 points	
c	1500 to less than 2000 square feet	10 points	
d	1200 to less than 1500 square feet	5 points	
e	Less than 1200 square feet	0 points	
3.2	<b>Type of Building</b>		Photographs, Self-declaration
a	Stand-alone building	10 points	
b	Exclusive space within an industry	8 points	
c	Exclusively demarcated built-up space	6 points	
3.3	<b>Ownership</b>		Proof of Ownership/Rent/Lease Agreement
a	Owned building	5 points	
b	Rented or leased building	3 points	
3.4	<b>Proximity to Public Transport</b>		Self-declaration
a	Within 500 meters	5 points	
b	500 meters to 1 kilometer	3 points	
c	1 to 3 kilometers	2 points	
d	More than 3 kilometers	0 points	
3.5	<b>Differently-Abled Friendly</b>		Photographs, Self-declaration

a	Ramps, lifts, and washrooms available (lift exempt for ground floor)	7 points	
b	Any two facilities or one for ground-floor centres	5 points	
c	One facility for non-ground-floor centres	3 points	
d	Non-compliance with accessibility standards	0 points	
3.6	<b>CCTV Cameras</b>		Photographs, Self-declaration
a	CCTV with recording in all rooms (exemptions for specific labs)	3 points	
b	CCTV in classrooms and labs only	2 points	
c	CCTV in 50% of classrooms and labs	1 point	
d	Non-compliance with CCTV standards	0 points	
3.7	<b>Library Facility</b>		Photographs, Register
a	Library with at least five books and indexed register	Yes/No	
<b>Grading Structure</b>			
85–100%	5 Star		
70–84%	4 Star		
60–69%	3 Star		
50–59%	2 Star (Provisional, 6 months)		
40–49%	1 Star		

## Annexure B: Excellence-Risk Framework Parameters

Macro-Parameter	Weightage	Sub-Parameters
Financials	15%	Maintain positive net worth. Submit audited financial statements annually.
Governance and Manpower	10%	Establish dedicated organizational structures and hierarchy for training and assessment. Ensure compliance with POSH policies.
Qualifications	10%	Maintain relevance with industry standards. Support KASE in the development and updating of NSQF-aligned QPs annually with SME inputs as per requirement.
Training	30%	Maintain compliant infrastructure, including classrooms and labs meeting minimum size requirements. Employ qualified trainers and assessors with valid ToT certifications and at least three years of relevant experience. Allocate 60% of curriculum to practical training and OJT. Positive feedback from the trainees will be recognised.
Assessment	10%	Conduct timely summative assessments upon course completion using certified assessors. Maintain updated question banks and provide feedback within 14 days. Ensure assessment reliability and fairness.
Industry Engagement	15%	Secure tie-ups with at least two industry/placement partners per course. Achieve placement rates of at least 70% and incorporate quarterly industry feedback. Facilitate apprenticeships where applicable.
Comprehensive Future Plan	5%	Adopt innovative technologies to enhance training delivery. Identify skill courses for futuristic, high-growth, lucrative industrial sectors.
Grievance Redressal and POSH	5%	Resolve grievances within 30 days via accessible channels. Ensure POSH compliance and support mental health of trainees. Maintain auditable grievance logs.

**Grading:**

- A: 85–100% (Excellent performance).
- B: 70–84% (Good performance).
- C: 60–69% (Needs improvement).
- D: Below 60% (Poor performance).

## Annexure C: Quality Improvement and Risk Mitigation Plan Templates

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**Instructions for Use:**

- Training Partners must complete the relevant template based on their performance grade (B/C for Quality Improvement Plan, C/D for Risk Mitigation Plan).
- Submit plans via KASE’s IT portal within 30 days of evaluation.
- Address all relevant ERF parameters (Financials, Governance, Qualifications, Training, Assessment, Industry Engagement, Future Plan, Grievance Redressal and POSH) and KASE accreditation standards (Annexure A).
- Ensure measurable monitoring metrics (e.g., achieving 70% placement rates, 100% grievance resolution within 30 days).
- Update KASE quarterly on progress via MIS.

**Quality Improvement Plan Template (For B/C Grades):**

Identified Gap	Root Cause Analysis	Corrective Actions	Resources Required	Timeline	Responsible Person	Monitoring Metrics
Specify deficiency in ERF parameters or accreditation standards (e.g., low trainee feedback scores, inadequate lab space)	Identify underlying reasons for the gap	Outline specific measures to address the gap	Detail budget, personnel, or technology needs	Set completion timeline, typically within 3 months, with milestones	Assign a TP representative for oversight	Define measurable outcomes (e.g., feedback scores $\geq 4/5$ , lab space compliance)

**Risk Mitigation Plan Template (For D Grades):**

<b>Identified Risk</b>	<b>Risk Level (High/Medium)</b>	<b>Mitigation Strategies</b>	<b>Preventive Measures</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Responsible Person</b>	<b>Monitoring Metrics</b>
Specify high or medium risk in ERF parameters (e.g., financial instability, delayed grievance resolution)	Indicate severity (high or medium)	Specify actions to eliminate or reduce risk	Outline steps to prevent recurrence	Identify necessary resources for implementation	Set resolution timeline, typically within 6 months, with quarterly reviews	Assign a TP representative for accountability	Define indicators to track risk reduction (e.g., positive net worth, 100% grievance resolution within 30 days)