

THE NATIONAL SKILLS UNIVERSITIES BILL, 2015

Approach Paper

1. **National Skill Qualification Framework**

1.1 With less than 5% of the workforce skilled in India, the need of the hour is skilling India's youth (aged 14 to 45 years), who comprise 52% of the country's population. The National Knowledge Commission (2006) had recommended that flexibility of vocational education within mainstream education should be increased. Lack of mobility between general education and vocational education & training was also identified as a major impediment to skilling; in the absence of mobility, youth presume that vocational education & training would preclude them from acquiring higher qualifications and degrees. A UGC Committee (2008) recognised the importance of a balance curricular development in universities by including job related life skills in the learning imparted. In order to facilitate mobility between general education, vocational education & training and industry through recognition of skill competencies acquired formally, non-formally and informally, Government of India notified the National Skill Qualification Framework (NSQF), *vide* notification dated 27.12.2013 (annexed). The overarching aim of the NSQF is that over a lifetime of learning, individuals are enabled to move from lower levels of qualification to higher levels, or across levels, as they acquire new learning and skills, regardless of where or how these are acquired.

1.2 The NSQF organises skill qualification according to a series of 10 levels of knowledge and skills. These levels are defined in terms of learning outcomes that the learner must possess for performing a job role successfully, regardless of whether they were acquired through formal, non-formal or informal learning. It seeks to help everyone involved in education and training to make comparisons between skill qualifications offered across the country, and to understand how these relate to each other. It assigns the responsibility of ascertaining job roles corresponding to each NSQF level to the Sector Skill Councils concerned. It envisages that for each NSQF level relevant stakeholders would develop competency-based curriculum packages for students and trainers, aligned to a credit framework that reflects credits earned and competencies acquired.

1.3 The NSQF serves to make progression pathways transparent, so that institutions, students and employers are clear as to what students can or cannot do after pursuing a particular course, and to address issues of disparity in qualifications. To this end, it envisages development of a credit accumulation and transfer system. The credit transfer system in each industry sector or academic domain needs to be detailed by the NSQC, with inputs from the concerned institutions, universities, Ministries, regulators, etc.

1.4 Currently, there is lack of uniformity in qualifications across institutions, each with its own duration, curriculum, entry requirements and title. It helps resolve problems in establishing

equivalence of certificates, diplomas and degrees, which adversely impacts employability and mobility. It also helps the process of aligning Indian qualifications to international ones, in accordance with international agreements. Further, it requires relevant regulatory institutions (UGC, AICTE, NCVT, Technical and School Boards, etc.) to define entry and exit parameters in terms of competencies ascribable to an appropriate NSQF level. Thus, the NSQF underpins national regulatory arrangements for education and training, and complements them. It also envisions that industry may provide support in terms of providing training institutions.

1.5 While the NSQF notes that each qualification at an NSQF level may be further defined with reference to curriculum, notional contact hours, subjects, duration of studies, workload, trainer quality and type of training institution, to indicate what is expected of the learner in terms of ability at the end of the learning process, it makes it clear that the positioning of two or more such qualifications only indicates that they are broadly comparable in terms of the general level of outcome, and not that they necessarily have the same purpose or content.

1.6 Thus, the NSQF—

- (a) offers a quality-assurance framework;
- (b) provides a nationally integrated framework for education and competency-based skills;
- (c) provides multiple pathways for entry into and exit from formal, informal or non-formal learning in institutions for education (including vocational, general and technical education), skill training and job markets;
- (d) aims at promoting lifelong learning and skill development by enabling a person to acquire, and to continuously upgrade to, desired competency levels;
- (e) provides national principles for recognising skill proficiency and competencies at different levels, leading to international equivalency;
- (f) provides for partnership with industry/employers;
- (g) provides a transparent, accountable and credible mechanism for skill development across various sectors; and
- (h) increases the potential for recognition of prior learning.

1.7 The responsibilities of various stakeholders for NSQF's implementation is as follows:

(a) *National Skill Development Agency (NSDA)*: It is mandated to anchor & operationalise NSQF, through the NSQC, which is chaired by Chairman, NSDA and has representation from relevant Central Ministries, Sector Skill Councils, regulatory bodies, State Skill Development Missions, training institutions and other relevant persons. Its key functions include—

- (i) approving and notifying National Occupation Standards, Qualification Packs and accreditation norms prepared by the Sector Skill Councils concerned;

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- (ii) developing/approving accreditation norms for non-statutory certification agencies;
 - (iii) reviewing and resolving any issues/disputes among Ministries or regulatory bodies regarding alignment of courses with NSQF, credit transfer, etc.;
 - (iv) all matters requiring a cross-sectoral approach, e.g. credit accumulation & transfer;
 - (v) addressing all transition issues, including developing a suitable mechanism for recognising and aligning pre-existing qualifications with the NSQF;
 - (vi) mapping existing courses and identifying gaps, if any;
 - (vii) determining progression pathways and links between courses and certifications granted by regulatory and professional bodies, and those currently unregulated;
 - (viii) establishing and maintaining high standards for skill training; and
 - (ix) any other activity entrusted by the Government.

(b) *Sector Skill Councils*: Licensed and regulated by the NSQC, they are mandated to develop National Occupation Standards and Qualification Packs for various job roles, and to align them with appropriate NSQF levels. They are also mandated to provide inputs to Central and State implementing agencies in developing curriculum packages, capacity-building of institutions and training providers, and assessment & certification of skills imparted.

(c) *Central Ministries*: They are expected to provide leadership to ensure that programmes being offered by institutions/bodies under their aegis are aligned with the NSQF.

(d) *State Governments*: They are to encourage institutions/bodies under their control to align their learning programmes with the NSQF, and to help determine modalities for ensuring regional variations do not undermine the quality assurance associated with the NSQF.

(e) *Regulatory Institutions*: They are expected to ensure that their courses, programmes, affiliation and accreditation system align with and conform to the NSQF.

(f) *Training Providers/Institutions*: They are expected to ensure alignment with NSQF levels.

2. The need for a system of National Skills Universities (NSUs)

2.1 While the NSQF offers a holistic qualification framework for skills education across educational sectors, educational & training institutions, and industry, skills education under NSQF has not rolled out as expected. Factors that have impeded the roll-out include—

- (a) *Absence of university-based systems for recognition of prior learning and a competency-based modular course & credit framework across educational streams*: While a person trained vocationally today can get an entry-level job, s/he typically cannot move up to job roles for which the entry-level educational qualification is higher, regardless of her/his job role competency. **The university system effectively denies admissions of non-formally and informally skilled workers to higher learning programmes by framing**

admission requirements in terms of degrees or diplomas, age limits, educational streams, etc., rather than in terms of knowledge and skill competencies. Commencement of B. Voc. courses in certain vocations by a few universities and colleges does little to address the problem, resolving which requires university-based systems for recognition of prior learning and a competency-based modular course & credit framework across educational streams.

- (b) *Absence of courses designed to meet the needs of specific industry sectors:* Since higher learning programmes are anchored in conventionally segmented departments, faculties etc., they typically do not offer the combination of skills that particular industry sectors require. E.g., many automobile sector workers job roles require both technical and marketing skills, but since these relate to engineering and management educational streams respectively, courses directly relevant are not offered. **Creation of courses designed to meet the needs of specific industry sectors require industry-linked universities dedicated to industry-oriented learning, rather than universities organised to impart courses designed to meet the needs for learning in specified educational disciplines like the sciences, engineering, management etc.**
- (c) *Absence of dedicated educational institutions to develop an array of NSQF-compliant curriculum packages across sectors:* While the NSQF assigns to the Sector Skill Councils concerned the responsibility for developing qualification packs for job roles for each NSQF level (the learning outcome), it does not assign to any particular entity the responsibility for development of the corresponding competency-based curriculum packages (the learning inputs), for both students and trainers. Such curriculum packages, consisting of syllabus, textbooks, student's manual, trainers guide, training manual, assessment and evaluation guidelines and all such materials, including electronic materials, are necessary for imparting skills education. **In the absence of curriculum packages for various levels and across sectors, educational and training institutions face considerable difficulty—on the one hand in mapping existing courses (defined in terms of curricular inputs) to corresponding NSQF levels (defined in terms of competency-based learning outcomes), and on the other in developing a wide array of skills education courses. Development and continuous updating of NSQF-compliant curriculum packages across sectors, for students and trainers, requires dedicated academia with strong industry linkage.**
- (d) *Lack of integration of skills training in industry with the university systems:* Germany and Australia, the world leaders in skills education, have effectively gone beyond industry linkage and integrated skills education with their higher education system. Skills education is unique in that skills training is best done in a practical, real-world industry setting rather than in laboratories and workshops located in educational institutions; job placement too is facilitated greatly through industry-based training. While NSQF envisions industry offering training institutions and partnership with industry, **making industry partnership in skills training and education a reality requires a university-**

based system of recognising industries for skills training and assigning educational credits for such training.

- (e) *Lack of alignment of existing universities with industry needs:* To address this, Sector Skill Councils need to be taken on the principal executive and academic bodies of universities focussed on skills education. In addition, wherever possible, such universities need to be set up in the public-private partnership mode, with industry partners.
- (f) *Absence of centres of excellence in skills education:* Vocational education in India has traditionally been viewed as appropriate for workers at the bottom of the work pyramid. This perception can be changed through establishment of centres of excellence in such education, capable of producing workers of the highest calibre and commanding positions carrying higher responsibility and remuneration, besides equipping those with entrepreneurial aptitude for taking up entrepreneurial ventures. Such centres would require state-of-the-art infrastructure and top-of-the-line faculty, training in entrepreneurship, and mentoring for start-ups. **Skills education institutes of national importance can offer the centres of excellence necessary to change attitudes towards skills education, and enabling entrepreneurship.**
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- (g) *Creation of a nationwide system for transfer of credits:* The NSQF recognises that a credit transfer system in each industry sector or academic domain needs to be detailed by the NSQC, with inputs from the respective institutions, universities, Ministries, regulators, etc. Successfully carrying this out through an exercise involving a large number of stakeholders is a complex task and doing so on a continuous basis through a committee poses inherent challenges. **A set of skills education institutes of national importance, established under one legislative enactment, may kick-start the process of instituting a nationwide system of credit transfers through harmonisation of their credit systems by a council of such institutes.**
- (h) *Segmentation of skills education across education and training streams and programmes:* Skills education is currently being imparted in education and training institutions across educational streams and under diverse programmes. The overwhelming majority of these are under the purview of state governments. While the NSQF expects state governments to encourage institutions/bodies under their control to align with it their learning programmes, while allowing for regional variations that do not undermine the quality assurance underlying the NSQF, there is no institutional anchor at the state level to drive this critical agenda. State Skills Universities affiliating relevant education and training institutions may anchor such activity by offering affiliation. However, in the absence of any coordinating arrangements across states, they may add to inter-state disparities in skills education through unharmonised interpretation of the NSQF by each state which may undermine quality assurance. **The twin objectives of anchoring relevant education and training institutions in each state through an affiliating university and ensuring that such universities harmonise their interpretation of the NSQF may be met through a system of National Skills Universities having state-wide**

jurisdiction, declared as institutes of national importance, and coordinating their activities through a council of all such universities. Such a system would also be well-positioned to proliferate skills education within it and in other universities by fostering relevant joint programmes.

- (i) *Investing in skills education is perceived as involving high risk in investment made by learners, educational institutions and banks alike:* While non-vocational education is financially supported through a sizeable system of scholarships, collateral-free education loans from banks, and considerable government and bank financing for establishing educational institutions, vocational education is characterised by near absence of these. If skills education is to scale up rapidly, its costs and risks need to be reduced and apportioned in a manner that reduces both for all stakeholders, viz., students, educational institutions, banks and governments. This requires a combination of land grants from state governments, grants from the Central & state government concerned, contributions from industry partners (which may be by way of corporate social responsibility), industry-based training to reduce costs of practical training, a system of scholarships, and—most important of all—a skills education credit guarantee scheme. University-based systems built on the above principles, coupled with accreditation of skills education institutions and assessments would significantly reduce the risks associated with skills education credit guarantee.

2.2 To sum up, the academic institutional models necessary to operationalise NSQF do not exist and need to be seeded and evolved. Skills education in diverse applied and industry-oriented areas covering both manufacturing and services, does not exist in our higher education system, whose systems and human resource evolved in a very different context which emphasised conceptual learning with little practical experience. Skills education requires an educational paradigm in which practical training in real-world, industrial setting and industry linkage as the driver of education are the touchstones. It requires the institution of a system of Universities conceived and constructed differently, with a clear mandate for skills education. Such Universities shall cater to national and international markets across industries and should, therefore, together constitute a new national system of Skills Universities. By Skilling India, such National Skills Universities (NSUs) shall lay the foundations of the Make in India dream. For it is only by restoring dignity and skills to the hands of our youth that India shall be restored to her former glory when her people were renowned the world over for the quality of their workmanship, be it textile manufacturing, handicrafts, ship-building, metallurgy, construction, banking or entrepreneurship.

3. The objects of the NSUs

3.1 The NSUs shall strive to emerge, nationally and internationally, as leaders in skills education recognised by industry. They shall produce qualified youth with competencies that industries require to achieve levels of productivity at par with the best, and also foster entrepreneurship. They shall develop skills education in a holistic and integrated manner, so that there is mobility between different forms of skills education and mainstream education in

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accordance with NSQF. They shall offer students practical, real-world training in industries recognised under an accreditation framework evolved by it, and shall also constantly engage with and evolve partnerships with industries. They shall recognise prior learning, create a credit framework for transferability of learning recognised, and both administer skill assessments and accredit skill assessment systems of institutes of skill education affiliated with them. They shall create centres of excellence in skills education, and enable proliferation of skills education through joint programmes with other universities.

4. Financing of National Skills Universities

4.1 The financing of skills universities would be based on all the principles outlined in § 2.1(i). The appropriate state government (which would include a Union territory with its own Legislature) shall provide land free of cost. The Central and state governments, and the industry partners, if any, shall commit up-front to their respective share of resources for meeting both capital and operational expenditure during the first five years. This would be in the form of grants-in-aid from government, while industry partners' contribution may be by way of corporate social responsibility. A system of scholarships and a scheme for skills education credit guarantee (without any sovereign guarantee) would be evolved to enable both learners and the university to substantially if not fully finance operational expenditure beyond the initial five years.

5. Establishment of NSUs

5.1 The NSUs would be established upon a proposal for this being moved by the appropriate state government. The proposal would include offer of land free of cost and other commitments towards establishment of the proposed NSU. The proposal may include a proposal to establish the NSU in a public-private partnership with identified industry partner(s). Central Government may suggest modifications to the proposal. In the case of the proposal, with modifications if any, being accepted, an agreement detailing commitments of all parties shall be executed, along with the first Statutes of the NSU. While committing to establishment of the NSU, the partners shall also commit to securing the NSU's autonomy in academic and allied matters; key ingredients of autonomy are proposed to be listed in the Act establishing the NSU. Thereupon, Central Government shall establish the NSU as a legal entity, from an appointed date, with jurisdiction over the State concerned, through a notification which will incorporate such NSU in the Schedule to the proposed enactment.

6. Institutional design of the NSUs

6.1 A necessary corollary of assured autonomy and committed resources is a strong system of internal governance, with clear division of responsibility among various authorities and officers of the NSU to secure internal checks and balances, and ensuring systems that secure high transparency and review of performance in appropriate internal and external forums. This is reflected in provisions relating the authorities and officers of the NSU, as detailed below.

6.2 The general superintendence, direction and control of the NSU's affairs shall vest in its Board of Governors, which shall also make and amend the NSU's Statutes. The Senate of the NSU shall be its principal academic body and shall also make and amend the NSU's Ordinances. Any other authority of the NSU may be created if it feels the need to do so, and entrusted with such powers and functions as it may determine through Statutes.

6.3 To ensure due observance of procedural safeguards mandated by or under law in the functioning of the Board, without compromising institutional autonomy, it is proposed to have a Board-appointed Chancellor chair Board meetings. This will ensure that matters of the University are settled democratically and internally, rather than through an external Chancellor in the form of a Constitutional head, who may not be able to give matters his fullest consideration due to competing claims on his time. At the same time, to ensure that the NSU has access to protection of its autonomy through the highest office in the country, the President of India is proposed as the Visitor. The Visitor may give directions to the NSU for the attainment of its objects.

6.4 The selection of the Chancellor is proposed through a search committee with representatives from all partners/stakeholders, viz. the Central Government, State Government and industry partner (or, in case of there being no industry partner, the NSDA). To promote collegiality in the search committee's work, an external convener from government, rather than a committee chairperson, is proposed.

6.5 The Vice Chancellor is proposed to be formally specified as the principal executive officer of the NSU, so that there may be no doubt where executive authority and responsibility rests within the NSU. He shall be responsible for implementation of the decisions of the Board and Senate of the NSU, its day-to-day administration, and exercise of such powers and discharge of such duties as may be assigned to him. As stated, the Chancellor shall only preside over Board meetings. Further, all other officers of the NSU should draw upon their authority from Statutes made by the Board, rather than from the Act itself. The corollary of such vesting of executive authority too is a strong system of transparency and review of performance. Clear mechanisms to ensure time-bound placing of appropriate reports before the Board, and the commissioning of a mid-term performance review of the leadership provided by the Vice Chancellor by the Board, coupled with clear provisions for effective consequential action, are proposed to secure the right balance between the Vice Chancellor's executive authority and accountability.

6.6 For the Vice Chancellor's appointment, the Chancellor, and a representative each of industry partner (or, in its absence, NSDA), relevant institutes of national importance (IIT/NIT Director), state universities (serving/former Vice Chancellor), and Board are proposed on the search committee, to ensure that all spheres relevant to the committee's work are represented on it.

7. Admissions to the National Skills Universities

7.1 Admissions in National Skills Universities shall be open to all. For the purposes of reservations for students from scheduled castes, scheduled tribes and other socially and educationally backward classes (OBCs), the provisions of the Central Educational Institutions (Reservation in Admission) Act, 2006, shall apply. Additionally, about 50% of seats in a National Skills University located in a State or Union Territory shall be set aside for students from that State or Union Territory. For such seats, the conditions for reservation applicable in the State or Union Territory shall apply. Thereby, the National Skills Universities shall provide adequate opportunities for students from the marginalised sections of society.

8. Student funding

8.1 8.1 The NSU shall ensure that it recovers a substantial part of its operational expenses through student fees so that direct dependence for maintenance expenses upon the State Government shall be minimal. In order to protect students from scheduled castes, scheduled tribes, non-creamy layer OBCs, economically weaker sections and marginalised sections, the Central Government and the State Government concerned shall offer scholarships to defray full tuition or substantial part of the tuition fees in a graded manner so that support is available to at least 50% of the students in some form. For the remaining students, educational loan scheme for students shall be introduced in the manner provided in the following paragraph.

8.2 Securing the ability of students to finance their skills education is necessary to ensure scale and equity in access to skills education. For this, it is proposed that the Central Government, in consultation with State Governments, may prepare a scheme for credit guarantee for educational loans taken by students. Both Central Government and State Governments may contribute to the scheme in such share as they may agree upon. The contours of the scheme, which would be finalised in consultation with the Department of Financial Services, would skills education credit guarantee include—

- (a) bank loans interest rates linked to the level of accreditation of the institute of skill education affiliated to the NSU;
- (b) no requirement of collateral or co-guarantors or parents as co-borrowers for loans upto a limit, say Rs 7.5 lakhs.
- (c) Interest leviable on loans during the period of study to be added as additional loan so that there is no obligation to commence payment till the course of study is completed.
- (d) Floating rates of interest based on performance of student in the institution related to benchmarks.

- (e) partial though substantial credit guarantee (say, 75% for students from backward, poor and marginalised sections and 50% for others) on the principal amount of loans;
- (f) endorsement of loan amount on degree, diploma or certificate issued by the university till the loan is discharged;
- (g) tracking of outstanding loan liabilities of individual students through Aadhar&PAN; and
- (h) reduction in loan application processing costs through structured involvement of the university in front-end processing of loans on behalf of lending institutions.
- (i) university-level insurance to cover the interest amount due for any default in payment where the credit guarantee is invoked;

9. Council of NSUs

9.1 To facilitate coordination of activities among NSUs, a Council of NSUs is proposed. The Council shall harmonise the interpretation and implementation of NSQF across the NSUs. The Council shall also recommend introduction of scholarships for students from scheduled castes, scheduled tribes, non-creamy layer OBCs, economically weaker sections and marginalised sections.

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THE NATIONAL SKILLS UNIVERSITY BILL, 2015

A BILL

to promote quality skill education in an integrated manner with higher education in the context of the demographic dividend and meeting the qualified skill requirements of a growing national economy and for that purpose to address gaps in the institutional delivery framework in skill education by establishing National Skills Universities as institutions of national importance for imparting skill education and to develop qualified youth with skill proficiencies and standardised competencies around national principles and to provide for certain other matters connected with such institutions or incidental thereto.

BE it enacted by Parliament in the Sixty-eighth Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

Short title and commencement

1. (1) This Act may be called the National Skills Universities Act, 2015.

(2) It shall come into force on the date of its publication in the Official Gazette.

National Skills Universities to be institutions of national importance

2. Whereas the objects of every National Skills University, established under this Act, are of national importance, it is hereby declared that every such Skills University shall be an institution of national importance.

Definitions

3. In this Act, unless the context otherwise requires,

(a) "academic quality" means the quality of skills education, teaching and learning and includes physical infrastructure, human resources (including faculty and trainers), administration, curricula, skills training, admission, assessment and evaluation procedures, governance structures, and students job placements of the institution of skills education;

(b) "accreditation" with its grammatical variations means the process of quality control in skills education, whereby, as a result of evaluation or assessment or by any other scientific method, an institution of skills education is recognised by it as conforming to specific parameters of academic quality and benchmarking of such academic quality determined by the National Skills University;

(c) "affiliation" together with its grammatical variations, includes, in relation to an institution of skills education, recognition of such institution by, association of such institution with, and admission of such institution to the privileges of, the National Skills University;

(d) "All India Council for Technical Education" means the All India Council for Technical Education established under the All India Council for Technical Education Act, 1987;

52 of 1987

(e) "appointed day" means the date of establishment of the National Skills University established under sub-section (1) of section 5;

(f) "appropriate Government" means in respect of matters relating to the National Skills University located in —

(i) a Union territory without Legislature, the Central Government

(ii) the Union territories with Legislature, the Government of the National Capital Territory of Delhi or, as the case may be, the Government of Union territory of Puducherry;

(iii) a State, the State Government;

(g) "appropriate State Legislature" means such Legislature of the State or Union Territory as has jurisdiction over the matter;

(h) "Board", in relation to any National Skills University, means the Board of Governors referred to in sub-section (1) of section 11;

(i) "certificate" means such award granted by any National Skills University certifying that the recipient has successfully completed a course of study of less than nine months duration;

(j) "Chancellor" means the Chancellor of the National Skills University appointed under sub-section (3) of section 11;

(k) "competency" means the ability to use acquired knowledge and learning and development of character for performing a job role successfully or efficiently;

(l) "Council" means the Council of National Skills Universities established under sub-section (1) of section 28;

(m) "Council of Architecture" means the Council of Architecture constituted under the Architects Act, 1972;

20 of 1972

(n) "credit framework" means the framework, developed by the National Skills University, built on measured units of education, skills and learning credits for a student to achieve the competency for performing a job role successfully or efficiently;

(o) "curriculum package" means the competency based curriculum package consisting of syllabus, textbooks, student's manual, trainers guide, training manual, assessment and evaluation guidelines and all such material, including electronic material, required to impart skills education and teaching to prepare a student to acquire the performance outcomes, skills and competencies required of a person engaged or likely to be engaged, in a particular job role;

(p) "degree" means any such degree, as may, with the previous approval of the Central Government, be specified in this behalf by the University Grants Commission, by notification in the Official Gazette, under section 22 of the University Grants Commission Act, 1956;

3 of 1956

(q) "diploma" means such award, not being a degree, granted by any National Skills University certifying that the recipient has successfully completed a course of study of not less than nine months duration;

(r) "Indian Institute of Technology" means Indian Institute of Technology incorporated as such by the Institutes of Technology Act, 1961;

59 of 1961

(s) "industry partner" means an individual, or a trust established under the Indian Trusts Act, 1882, or company established under the Companies Act, 2013, or society formed and registered under the Societies Registration Act, 1860, or a combination of one or more of such industry partner, and providing, in partnership with an appropriate Government, funds for capital investment for establishment of a National Skills University and for its maintenance;

2 of 1882

1 of 2013

21 of 1860

(t) "Indian Medical Council" means the Indian Medical Council established under the Indian Medical Council Act, 1956;

102 of 1956

(u) "National Council for Vocational Training" means the National Council for Vocational Training established by that name by the Central Government;

(v) "National Institute of Technology" means an institution listed in the Schedule to the National Institutes of Technology Act, 2007;

29 of 2007

(w) "National Occupational Standards" means National Occupational Standards developed by Sector Skill Councils concerned and defines the measurable performance outcomes, skills and competencies required of a person engaged or likely to be engaged, in a particular job role forming the benchmarks for education, training or recruitment for particular employments;

(x) "National Skill Development Agency" means the National Skill Development Agency notified as such by the Central Government;

(y) "National Skill Development Corporation" means the National Skill Development Corporation notified as such by the Central Government;

(z) "National Skill Qualification Framework" means the qualifications assurance framework for skills, notified as such by the Central Government, based on national principles, organizing qualifications according to a series of levels of knowledge and skills defined in terms of learning outcomes regardless of how such knowledge, skills or competency is acquired;

(aa) "notification" means a notification published in the Official Gazette and the expression "notify" shall be construed accordingly;

(ab) "Pharmacy Council of India" means the Pharmacy Council of India established under the Pharmacy Act, 1948;

8 of 1948

(ac) "prescribed" means prescribed by rules made under this Act;

(ad) "prospectus" includes any publication, whether in print or otherwise, issued for providing fair and transparent information, relating to a National Skills University or an institution of skills education affiliated to it, to the general public (including those seeking admission in such institution) by such Skills University or such institution;

(ae) "public-private partnership" means such partnership which provides for establishment of a National Skills University involving collaboration between the Central Government, appropriate Government and the industry partner or industry partners;

(af) "Schedule" means the Schedule to this Act;

(ag) "Sector Skill Council" means such Sector Skill Council recognised as such, by the National Skills Development Corporation, for any sector of the economy, or a part of it;

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(ah) "Senate", in relation to any Skill University, means the Senate thereof;

(ai) "skills" means the qualification and competency achieved through education and learning for performing a job role successfully and efficiently;

(aj) "Skills University" means any National Skills University notified by the Central Government under sub-section (1) of section 5 and included in the Schedule to this Act;

(ak) "State seats", in relation to a National Skills University, means such seats, if any, out of the annual permitted strength in each branch of study or faculty as are earmarked to be filled from amongst the eligible students of the State or Union Territory in which such Skills University is situated;

(al) "Statutes" and "Ordinances", in relation to any Institute, mean the Statutes and Ordinances of that Skills University made under this Act; and

(am) "University Grants Commission" means the University Grants Commission established under the University Grants Commission Act, 1956.

3 of 1956

(an) "Vice Chancellor" means the Vice Chancellor of the National Skills University appointed under sub-section (3) of section 17;

(ao) "Visitor" means the President of India;

CHAPTER II

ESTABLISHMENT OF NATIONAL SKILLS UNIVERSITY

Agreement for
establishment
of National
Skills
University

4.(1) The Central Government may, with the concurrence of an appropriate Government, establish, either with or without public-private partnership, a National Skills University in such State under this Act.

(2) For the purposes of establishment of a Skills University in the public-private partnership mode, an appropriate Government shall identify one or many **industry partners** for collaboration and submit a proposal to the Central Government in such form and manner as may be prescribed.

(3) For the purposes of establishment of a Skills University without public-private partnership, an appropriate Government shall submit a proposal to the Central Government in such form and manner as may be prescribed.

(4) The Central Government shall examine the proposal, referred to in sub-section (2) or (3), on the basis of such criteria as may be prescribed and such criteria shall include the following, namely:—

(a) the capital investment required for establishing the proposed Skills University and its phasing;

(b) the expertise and standing of the industry partners referred to in sub-section (2);

(c) the assessment of the capability and financial and other resources of the industry partners referred to in sub-section (2), if any, to support the Skills University;

(d) the availability of adequate land, free of cost, for establishment of the Skills University;

(e) the availability of, or the commitment of the appropriate Government to make available, adequate physical and social infrastructure at the proposed site for establishment of the Skills University;

(f) the commitment of the appropriate Government and the industry partners referred to in sub-section (2), if any, for supporting the Skills University after its establishment.

(5) The Central Government may suggest modifications to the proposal submitted to it under sub-section (2) or sub-section (3).

(6) The Central Government shall, on acceptance of the proposal, referred to in sub-section (2) or (3), with modifications, if any, under sub-section (5), enter into an agreement with the appropriate Government and the industry partners, if any, for the establishment of the proposed Skills University, subject to the provisions of this Act and the rules made thereunder.

(7) Every agreement referred to in sub-section (6) shall contain,—

(a) the name and location of the Skills University in the State;

(b) the appointed date on which the Skills University shall be established;

(c) the capital investment in establishment of the Skills University, the respective shares in such capital investment of the Central Government, appropriate Government and industry partners, if any, and the phasing of such capital investment over a period of five years;

(d) the first Statutes of the Skills University;

(e) the commitment of the Central Government, appropriate Government and industry partners, if any, in ensuring autonomy to the proposed Skills University.

(8) Where a proposal submitted by the appropriate Government under sub-section (2) or sub-section (3), with modifications, if any, under sub-section (5), is not acceptable to the Central Government, it shall communicate its decision to that appropriate Government, specifying the reasons for such decision.

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5. (1) On the agreement being entered into under sub-section (6) of section 4 for the establishment of the Skills University, the Central Government shall, by notification, include in the Schedule, such Skills University with such name, location and such appointed date, as may be specified in the notification; and different notifications may be issued for different Skills Universities.

Establishment of
National Skills
University

(2) On and from the appointed day, each Skills University as may be established under sub-section (1) shall be a body corporate by such name as is indicated in the Schedule, having perpetual succession and a common seal, with power to acquire, hold and dispose of the property, both movable and immovable, and to contract, and shall, by that name, sue or be sued.

6. Every Skills University shall be a not-for-profit legal entity and no part of the surplus, if any, in revenue of such Skills University, after meeting all expenditure in regard to its operations under this Act, shall be invested for any purpose other than for the growth and development of such Skills University or for the attainment of its objects.

National Skills
University as
not-for-profit
legal entity

CHAPTER III

NATIONAL SKILLS UNIVERSITY

7. The objects of every Skills University shall be to—

Objects of
National Skills
University

(a) emerge as one amongst the foremost institutions of quality in skills education recognised by industry, nationally and internationally;

(b) develop qualified youth with skill proficiencies and competencies at different levels built on national principles of skills

education;

(c) promote skills education in an integrated and holistic manner with higher education so as to ensure pathways for progression and mobility across forms of education and skills;

(d) provide opportunities for flexible learning systems and provide a medium for lifelong learning and skill development;

(e) engage and promote constant engagement with industry to understand the skilled manpower needs of industry and build partnerships for youth to learn in a practical and real-world environment;

(f) develop competent, skilled and capable youth imbued with skills, learning and the spirit of entrepreneurship to meet the skilled employment needs of the country and the world;

(g) promote and maintain transparency of the highest order in matters of admission, appointments, evaluation, accreditation, administration and finance.

Autonomy,
powers and
functions

8. (1) Every Skills University shall comply, except in so far as may be specifically provided for in this Act, with the National Skills Qualification Framework.

(2) Every Skills University shall have autonomy in financial, administrative and academic matters in regard to the attainment of its objects.

(3) Subject to the provisions of this Act, every Skills University shall



have autonomy in the exercise the following powers and functions, namely:—

(a) to recognise, in such manner and in accordance with such parameters as may be specified by Statutes, institutions of skills education and affiliate such institutions;

(b) to develop credit framework in accordance with the National Occupational Standards developed by such body as may be specified, by or under, the National Skills Qualification Framework;

(c) to develop curriculum packages for each level and each skill as may be defined, by or under, the National Skills Qualification Framework;

Provided that while developing the curriculum packages, the Skills University shall consult the Sector Skills Councils concerned;

(d) to define norms and parameters of skills education, teaching and instruction, consistent with the credit framework and curriculum packages, in such skills and allied areas as the Skills University may deem fit;

(e) to impart instruction, in accordance with the credit framework and curriculum packages, in such skills and allied areas as the Skills University may deem fit, for the dissemination of knowledge and skills training and consistent with its objects;

(f) to impart instruction in such branches of learning, other than skills, consistent with its objects, as the Skills University may, from time to time, determine;

(g) to award degrees, diplomas, certificates and other distinctions that conform to the provisions of the University Grants Commission Act, 1956, or the National Skills Qualification Framework, as the case may be;

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(h) to define norms of, examination or any other measure of assessment of knowledge and competency of a student of, or admission to, the Skills University or institutions of skills education affiliated to it;

(i) to hold examinations or other assessments of knowledge or competency, or accredit the examination or other assessment systems of institutions of skills education affiliated to it, as the Skills University may, from time to time, determine;

(j) to recognise industries for purposes of practical training of students in skills and to define norms for recognition of competency attained by a student in such practical training in industry for the purpose of earning credits;

(k) to define norms and measures of assessment for recognition of prior learning and competency in skills, based on relevant experience at work or in industry; and to assign credits for such prior learning or competency in accordance with the credit framework;

(l) to lay down norms for transfer of credits to promote new learning opportunities without compromising on learning outcomes;

(m) to institute skills education, teaching or other academic positions, required by the Skills University, with such qualifications and designations as it may deem fit, and to appoint

persons on tenure, term or otherwise to such positions;

(n) to appoint persons working or having significant experience of working, in any other University or educational institution or any industry, possessing the required knowledge or competency, as adjunct, guest or visiting faculty of the Skills University on such terms and for such duration as such Skills University may decide;

(o) to lay down parameters for assessment and accreditation of skill educators and training providers in accordance with the norms specified by or under the National Skills Qualification Framework, or in their absence, such norms as may be determined by the Skills University;

(p) to create administrative and other posts and to make appointments thereto;

(q) to determine, specify and receive payment of fees and other charges, as the Skills University may deem fit, from students and any other person, institution, industry or body corporate for instructions and other services, including training, consultancy and advisory services, provided by such Skills University;

(r) to acquire, hold, manage and dispose of any property belonging to, or vested in, the Skills University in such manner as the Skills University may deem fit for attainment of its objects:

Provided that where land for the Skills University has been provided free of cost by an appropriate Government, such land may be disposed of only with the prior approval of such appropriate Government;

(s) to receive gifts, grants, donations or benefactions from the Central Government or the appropriate Government and to receive bequests, donations and transfer of movable or immovable

properties from testators, donors or transferors, as the case may be;

(t) to establish and maintain such infrastructure, including campuses and training centres within its territorial jurisdiction, as may be necessary for attainment of its objects;

(u) to undertake, or cause to be undertaken, such studies for assessment of skill needs as may be required in the future and to prepare and maintain a database of skills assessment and requirements in terms of the emerging employment market in the State concerned, nationally or internationally, as the case may be, relevant to the instructions imparted or proposed to be imparted in the Skills University;

(v) to institute and award fellowships, scholarships, exhibitions, prizes and medals;

(w) to collaborate with any other university or institution of national importance in offering joint degree programmes for bridging skill education with higher education;

(x) to promote international collaboration in skills education with institutions of skills education for the purpose of developing competency, knowledge and ability to global standards;

(x) to promote a spirit of entrepreneurship in skills amongst youth;

(y) to do all such things as may be necessary, incidental or conducive to the attainment of all or any of the objects of the Skills University.



National Skills University open to all

9. Every Skills University shall be open to all persons irrespective of sex, religion, race, caste, creed or class.

Admissions to National Skills University

10. (1) All admissions to every programme of study in a Skills University shall be based on transparent and reasonable criteria disclosed through its prospectus, published prior to the commencement of the process of admission, by such Skills University.

(2) Every Skills University shall be a Central Educational Institution for the purposes of the Central Educational Institutions (Reservation in Admission) Act, 2006.

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(3) Every Skills University shall have not less than fifty per cent of its annual permitted strength earmarked for State seats.

CHAPTER IV

AUTHORITIES AND OFFICERS OF NATIONAL SKILLS UNIVERSITY

Board of Governors

11.(1) The Board of Governors of each Skills University shall be its principal executive body.

(2) The Board shall consist of the following members, namely:—

(a) a Chancellor, to be appointed by the Skills University as provided in sub-section (3), who shall chair the meetings of the Board;

(b) a person from industry with experience in skills education or training, to be appointed by the Skills University as provided in sub-section (5);

(c) a person to be nominated by the National Skills Development Corporation;



(d) a person to be nominated by the National Skill Development Agency;

(d) a person to be nominated by the National Council for Vocational Training;

(e) the Vice-Chancellor of a University in the State, to be nominated by the appropriate Government, *ex officio*;

(f) the Director of the National Institute of Technology located in the State in which the Skills University is located, *ex officio*;

(g) one person to represent the Scheduled Castes or the Scheduled Tribes, to be nominated by the appropriate Government;

(h) two senior-most Deans of the Skills University, *ex officio*;

(j) the Vice Chancellor of the Skills University, *ex officio*, who shall be the Member-Secretary.

(3) The Chancellor shall be appointed by the Skills University from a panel of three names recommended by a Search Committee consisting of—

(a) a nominee of the Central Government, who shall be a person of standing in skills education;

(b) a nominee of the appropriate Government, who shall be a person of standing in skills education; and

(c) the Chairman of the National Skills Development Agency, in case of a Skills University fully funded by the Central or appropriate Government, or a nominee of the industry partners, in case of a Skills University established in the public-private partnership mode, to represent industry.

(4) The Secretary in-charge of skills education in the appropriate Government shall be the convener of the meetings of the Search Committee referred to in sub-section (3) but shall not participate in its deliberations.

(5) A member of the Board referred to in clause (b) of sub-section (2) shall be appointed by the Skills University, with the approval of the Board, from a panel of three names recommended by the appropriate Government, in case of a Skills University fully funded by the Central Government or appropriate Government, or by the industry partners, in case of a Skills University established in the public-private partnership mode.

(6) The first Chancellor shall be appointed, by the Visitor, as soon as may be after the agreement referred to in sub-section (6) of section 4 is entered, from a panel of names recommended by the Search Committee referred to in sub-section (3).

Term of
office of
Chancellor
and Members
of the Board

12.(1) Save as otherwise provided in this section, the term of office of the Chancellor or any other member of the Board, other than an *ex officio* member, shall be for a period of five years from the date on which he enters upon office.

(2) The term of an *ex officio* member shall continue so long as he holds the office by virtue of which he is a member.

(3) A member of the Board, other than an *ex officio* member, who fails to attend three consecutive meetings of the Board, shall cease to be a member.

(4) Members of the Board shall be entitled to such allowances, as may be specified by Statutes, for attending meetings of the Board or such other meetings as may be convened by the Skills University.

(5) The Board shall initiate the process of appointment in respect of any vacancy due to arise for the office of Chancellor on completion of tenure before a period of six months from the date on which such vacancy would arise:

Provided that the process of appointment shall be completed before such vacancy arises.

(6) Where any unforeseen vacancy has occurred in the office of Chancellor, the process of appointment shall be completed within a period of three months from the date of arising of such vacancy:

Provided that the Board may, in consultation with the appropriate Government, assign, in the interim, temporary charge of the office of Chancellor to any other suitable person till such time as a Chancellor is appointed and enters upon his office.

(7) When the Chancellor is unable to discharge his functions owing to absence on leave or otherwise, such one of the other Members, as the Board may authorise in this behalf, shall discharge the functions of the Chancellor until the date on which the Chancellor resumes his duties.

(8) The Chancellor may, by notice in writing under his hand addressed to the Board, resign from his office:

Provided that the Vice Chancellor shall cause such resignation letter of the Chancellor to be placed before the Board in an emergent meeting to be convened within a period of ten days from the date the

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letter of the Chancellor addressed to the Board is received.

13. The Chancellor or any other Member of the Board having any direct or indirect interest, whether pecuniary or otherwise, in any matter coming up for consideration at a meeting of the Board, shall, disclose the nature of his interest at such meeting; and shall not take any part in any deliberation or decision of the Board with respect to that matter.

Disclosure of interest by Chancellor or Member

14.(1) Subject to the provisions of this Act, the Board of every Skills University shall be responsible for the general superintendence, direction and control of the affairs of the Skills University and shall have the power to frame, amend, modify or rescind the Statutes governing the affairs of the Skills University for attainment of its objects.

Powers and functions of the Board of Governors

(2) Without prejudice to generality of the provisions of sub-section (1), the Board shall have the following powers, namely:—

(a) to decide questions of policy relating to the administration and working of the Skills University;

(b) to make Statutes governing the administration, management and operations of the Skills University;

(c) to examine and approve the annual budget estimates and annual statement of accounts of the Skills University;

(d) to examine and approve the plan for development of the Skills University and to identify sources of finance for implementation of the plan;

(e) to establish departments, faculties or schools and initiate

programmes or courses of study at the Skills University;

(f) to lay down, by Statutes, the parameters and manner for recognition of institutions of skills education;

(g) to recognise, in such manner and in accordance with such parameters as specified by Statutes, institutions of skills education and affiliate such institutions;

(h) to recognise industries for purposes of practical training of students in skills;

(i) to create skills education, teaching and other academic posts, to determine the number of such posts and emoluments thereof and to define their duties and conditions of service:

Provided that the Board shall take action only after consideration of the recommendations of the Senate;

(j) to provide, by Statutes, the qualifications, criteria and processes for appointment to skills education, teaching, academic, administrative and other posts in the Skills University:

Provided that the Board shall specify qualifications for appointment to skills education, teaching and academic posts only after consideration of the recommendations of the Senate;

(k) to award degrees, diplomas, certificates and other distinctions that conform to the provisions of the University Grants Commission Act, 1956, or the National Skills Qualification Framework, as the case may be;

(l) to determine, by Statutes, fees and other charges payable for pursuit of courses or programmes of study in the Skills University;

(m) to cause to be undertaken, such studies for assessment of skill needs as may be required in the future and to prepare and maintain a database of skills assessment and requirements in terms of the emerging employment market in the State concerned, nationally and internationally, as the case may be, relevant to the instructions imparted or proposed to be imparted in the Skills University;

(n) to exercise such other powers and perform such other duties as may be conferred or imposed by this Act or Statutes and not specifically conferred on any other authority or officer of the Skills University;

Provided that the Board may delegate such of its powers for such period of time and on such conditions to such committees, authorities or officers of the Skills University as it may deem fit:

Provided further that every power so delegated for a period, whether once or by way of extension, exceeding one year, shall be through Statutes providing for such delegation.

(3) The Board shall in exercise of its powers and discharge of its functions strive to provide autonomy in academic matters to the Senate and departments or faculties or schools, as the case may be.

(4) Where in the opinion of the Chancellor, based on the recommendations of the Vice Chancellor, the situation is so emergent that immediate action needs to be taken in the interest of the Skills University, the Chancellor, in consultation with the Vice Chancellor, may, after recording the reasons for his opinion, issue such order in

exercise of the powers of the Board, as he deems fit:

Provided that each such order shall be placed before the Board for ratification in its next meeting.

The Senate 15.(1) The Senate of every Skills University shall consist of the following persons, namely:-

(a) the Vice Chancellor of the Skills University, who shall chair the meetings of the Senate, *ex officio*;

(b) heads of ten departments, faculties or schools, as the case may be, comprising the Skills University, to be nominated by the Board, *ex officio*;

(c) Deans in charge of academic and student affairs in the Skills University, *ex officio*;

(d) five heads of Sector Skills Councils, to be nominated by the Board;

(e) two members of faculty from amongst the Professors of the Skills University, to be nominated by the Board;

(f) three persons to be nominated by the appropriate Government, in case the Skills University is fully funded by the Central Government or appropriate Government, or by the industry partners, in case the Skills University is established in the public-private partnership mode.

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(2) The term of an *ex officio* member shall continue so long as he holds the office by virtue of which he is a member.

(3) The term of a member nominated under clauses (b), (d), (e) or (f) of sub-section (1) shall be for a period of three years from the date of his nomination:

Provided that a member nominated under clauses (b) or (d) of sub-section (1) shall cease to be a member if he demits that office by virtue of which he was nominated as member.

(4) A member of the Senate under clauses (e) or (f) of sub-section (1) who fails to attend three consecutive meetings of the Senate, shall cease to be a member.

16.(1) Subject to the provisions of this Act and Statutes, the Senate shall be the principal academic body of the Skills University and shall have the power to make, amend, modify or rescind the Ordinances of the Skills University.

Powers and
functions of
Senate

(2) Without prejudice to the generality of the provisions of sub-section (1), the Senate shall have the following powers, namely:—

(a) to develop, by Ordinance, credit framework in accordance with the National Occupational Standards developed by such body as may be specified, by or under, the National Skills Qualification Framework;

(b) to develop, by Ordinance, curriculum packages for each level and each skill as may be defined, by or under, the National Skills Qualification Framework:

Provided that while developing the curriculum packages, the Sector Skill Council concerned shall be consulted;

(c) to define, by Ordinance, norms of skills education, teaching and instruction, in accordance with the credit framework and curriculum package, in such skills and allied areas as the Skills University may deem fit;

(d) to define, by Ordinance, norms of examination, or any other measure of assessment of knowledge and competency of a student, or admission to, the Skills University or institutions of skills education affiliated to it;

(e) to lay down, by Ordinance, the norms and parameters of examination or other assessment systems and the procedure for accreditation of such systems of institutions of skills education affiliated to it;

(f) to accredit the examination and assessment systems of institutions of skills education in accordance with the norms and parameters of such systems and the procedures for such accreditation;

(g) to define, by Ordinance, norms for recognition of competency attained by a student in practical training in skills in industry for the purpose of earning credits;

(h) to define norms and measures of assessment for recognition of prior learning and competency in skills, based on relevant experience at work or in industry; and to assign credits for such prior learning or competency in accordance with the credit framework;

(i) to lay down, by Ordinance, norms for transfer of credits to

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promote new learning opportunities without compromising on learning outcomes;

(j) to lay down parameters for assessment and accreditation of skill educators and training providers in accordance with the norms specified by or under the National Skills Qualifications Framework, or in their absence, such norms as may be determined by the Senate, by Ordinance;

(k) to recommend to the Board, proposals for creation of skills education, teaching and other academic posts and qualifications for such posts;

(l) to specify the academic calendar and approve grant of degrees, diplomas, certificates and other academic distinctions;

(m) to exercise such other powers and discharge such other functions as may be assigned to it, by Statutes or by the Board.

(3) Every Ordinance under this Act shall be placed, as soon as may be after it is made or issued, before the Board.

(4) The Board shall have the power to make any modification in the Ordinance or direct that the Ordinance should not be made or issued:

Provided that the Ordinance shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Ordinance.

Vice

17.(1) The Vice Chancellor shall be the principal executive officer of the

Chancellor Skills University and shall be responsible for implementation of the decisions of the Board and Senate and for the day-to-day administration of the Skills University.

(2) The Vice Chancellor shall exercise such other powers and discharge such other duties as may be assigned to him by this Act or Statutes or Ordinances or delegated by the Board.

(3) The Vice Chancellor shall be appointed by the Board from a panel of names recommended by a Search Committee consisting of—

(a) the Chancellor, who shall be the Chairperson of the Search Committee;

(b) the Chairman of the National Skill Development Agency, in case of a Skills University fully funded by the Central or appropriate Government, or a nominee of the industry partners, in case of a Skills University established in the public-private partnership mode, to represent industry;

(c) a nominee of the Central Government from amongst Directors of Indian Institutes of Technology or National Institutes of Technology;

(d) a nominee of the appropriate Government from amongst those, who are, or have been, Vice Chancellors of Universities in the State in which the Skills University is located;

(e) a nominee of the Board of Governors from amongst its members.

(4) The Vice Chancellor shall, except on account of resignation or removal or discharge, hold office for a period of five years from the date on which he enters upon his office or until he attains the age of seventy

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years, whichever is earlier.

(5) The Vice Chancellor may, by notice in writing under his hand addressed to the Chancellor, resign from his office.

(6) The Vice Chancellor may be removed by the Board on proven charges of corruption or misconduct:

Provided that the Vice Chancellor shall not be removed from his office, except by an order made by the Board after an inquiry in this behalf by the Board, and after giving him a reasonable opportunity of being heard:

Provided further that a resolution for initiating an inquiry into charges of corruption or misconduct shall be brought before the Board only if a notice declaring intent to move such a resolution and detailing the charges is signed by not less than one half of the members of the Board in position and presented to the Chancellor before the meeting:

Provided also that where a proposal for institution of an inquiry into charges of corruption or misconduct against the Vice Chancellor is being contemplated by the Board, the Vice Chancellor shall refrain from participation in the proceedings of the Board till such time as the inquiry is completed:

Provided also that the Board may assign temporary charge of the office of Vice Chancellor to any other suitable person till such time, not exceeding one hundred and twenty days, as the inquiry into the charges against the Vice-Chancellor is concluded.

(7) The Board shall, on the expiration of three years of term of his office, conduct a review of the performance of the Vice Chancellor with specific reference to his leadership in the attainment of the objects of the Skills University.

(8) The Board may, if it is of the opinion, on the basis of the review of performance under sub-section (7), that the Vice Chancellor has been unable to provide leadership to the Skills University and that his continuance may be detrimental to the functioning of such Skills University, serve a notice of three months upon the Vice Chancellor for discharge from office:

Provided that the Board may, after giving the Vice Chancellor an opportunity of being heard, decide to withdraw the notice after giving such directions or imposing such reasonable conditions as it may deem fit:

Provided further that if the Board decides to confirm the notice of discharge, then it shall take effect from such date, not less than three months from the date on which the notice was issued, as the Board may determine.

(9) The Board shall initiate the process of appointment in respect of any vacancy due to arise for the office of Vice Chancellor on completion of tenure before a period of six months from the date on which such vacancy would arise:

Provided that the process of appointment shall be completed before such vacancy arises.

(10) Where any unforeseen vacancy has occurred in the office of Vice Chancellor, the process of appointment shall be completed within a period of three months from the date of arising of such vacancy:

Provided also that the Board may assign temporary charge of the office of Vice Chancellor to any other suitable person till such time as a Vice Chancellor is appointed and enters upon his office.

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(11) The first Vice Chancellor shall be appointed, by the first Chancellor, from a panel of names recommended by a Search Committee consisting of the following, namely:-

(a) the Chancellor;

(b) the Chairman of the National Skill Development Agency, in case of a Skills University fully funded by the Central or appropriate Government, or a nominee of the industry partners, in case of a Skills University established in the public-private partnership mode, to represent industry;

(c) a nominee of the Central Government from amongst Directors of Indian Institutes of Technology or National Institutes of Technology;

(d) a nominee of the appropriate Government from amongst those, who are, or have been, Vice Chancellors of Universities in the State in which the Skills University is located;

(e) the Secretary in charge of skills education of the appropriate Government, who shall be convenor of the Search Committee.

18.(1) The Board may constitute such committees with such powers and such functions, as it may deem fit, for efficient management of affairs of the Skills University.

Committees and
officers of
National Skills
University

(2) The Board may designate such of the employees of the Skills University as officers and entrust such powers and functions to them as may be provided by the Statutes:

Provided that the Deans in charge of academic affairs, industry engagement and student affairs shall be officers of the Skills University and shall have such powers and perform such functions as the Board

may, by Statutes, determine.

19.(1) The President of India shall be the Visitor of every Skills University and shall have the power to give such directions to the Skills University as he may deem fit, for the purpose of attainment of its objects.

The Visitor

(2) Every such direction under sub-section (1) shall be placed by the Vice Chancellor before the Board in its immediate next meeting, held not later than fifteen days from the date of receipt of such direction, along with the action proposed to be taken on such direction.

(3) The Vice Chancellor shall forthwith, on the conclusion of the meeting of the Board, send a report to the Visitor, explaining the action proposed to be taken to comply with the direction.

CHAPTER V

REVIEW OF NATIONAL SKILLS UNIVERSITY

20.(1) Every Skills University shall, within seven years from the date of its establishment and incorporation and thereafter at the expiration of every fifth year, constitute, with the prior approval of the Central Government, a Committee to evaluate and review the performance of such Skills University in attainment of its objects during the said period.

Review of
National Skills
University

(2) The Committee constituted under sub-section (1) shall consist of members of repute in academia or industry, from relevant fields of skills education and teaching or experience in leadership positions in any University of repute or institution of national importance.

(3) The Committee shall assess the performance of Skills

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University and make recommendations on—

(a) the extent of fulfilment of the objects of the Skills University and its contribution to the society;

(b) the promotion of skills education and its impact on industry and society;

(c) the establishment of the Skills University as amongst the national leaders in the area of skills education;

(d) the extent of achievement of social equality through skills education; and

(e) such other parameters as the Board may consider necessary and specify.

(4) The Board shall consider the recommendations referred to in sub-section (3) and take such action as it may deem fit:

Provided that the recommendations of the Committee along with an explanatory memorandum on the action taken or proposed to be taken by the Board, specifying the reasons thereof, shall be submitted to the Central Government and to the appropriate Government:

Provided further that the Central Government and the appropriate Government shall cause such recommendations to be laid before each House of Parliament or the appropriate State Legislature, as the case may be.

(5) The Central Government and the concerned appropriate Government shall have the power to give such directions, emanating from the recommendations of the Committee, on policy relating to

national purposes, as they may deem fit, and the Skills University shall comply with such directions:

Provided that if any dispute arises as to whether the direction is a question of policy relating to national purpose or not, the decision of such Government shall be final.

CHAPTER VI

GRANTS, ACCOUNTS AND AUDIT

21.

(1) The Central Government may, after due appropriation made by Parliament, by law in this behalf,—

(a) make to each Skills University grants of such sums of money as may be required for supporting its establishment and infrastructure development, subject to the agreement referred to in sub-section (7) of section 4;

(b) provide to each Skills University, grants of such sums of money as are required to meet the expenditure on scholarships or fellowships instituted by it, including scholarships or fellowships for students from socially and educationally backward classes or categories of citizens enrolled in such Skills University.

22.(1) At the first meeting at the beginning of every financial year, the Vice Chancellor shall lay before the Board, a statement of accounts comprising—

(a) the unaudited balance sheet as at the end of the previous financial year; and

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(b) the statement of income and expenditure for that period.

(2) Every statement of accounts of such Skills University shall give a true and fair view of the state of affairs of such Skills University as at the end of the previous financial year and shall, subject to the provisions of this section, be in such form and in accordance with such general instructions and accounting standards as may be prescribed, or as near thereto as circumstances admit.

(3) Where the statement of accounts of the Skills University do not comply with the accounting standards, the Skills University shall disclose in its annual accounts, the following, namely:—

(a) the deviation from the accounting standards;

(b) the reasons for such deviation; and

(c) the financial effect, if any, arising due to such deviation.

Explanation.—For the purposes of this section, the expression “accounting standards” means the standards of accounting prescribed by the Central Government based on such standards defined by the Institute of Chartered Accountants of India constituted under the Chartered Accountants Act, 1949.

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Audit of
accounts of
National
Skills
University

23.(1) The statement of accounts of each Skills University shall be audited by such auditor as may be appointed in this behalf by the Comptroller and Auditor-General of India.

(2) The Comptroller and Auditor-General of India and any person appointed by him in connection with the audit of the accounts of each Skills University shall have the same rights, privileges and authority in connection with such audit as the Comptroller and Auditor-General of India has in connection with the audit of the Central Government accounts, and, in particular, shall have the right to demand the production of books, accounts, connected vouchers and other documents and papers and to inspect the offices of the Skills University.

24. (1) There shall be attached to every audited statement of accounts, a report by its Vice Chancellor, with respect to—

Report of Vice
Chancellor

(a) the state of affairs of such Skills University;

(b) the amounts, if any, which such Skills University proposes to carry to any surplus reserves in its balance sheet;

(c) the extent to which understatement or overstatement of any surplus or shortfall of income over expenditure has been indicated in the auditor's report and the reasons for such understatement or overstatement;

(d) qualitative and quantitative benchmarks and internal standards set by the Skills University and its performance thereon.

(2) The report referred to in sub-section (1) shall also include a statement showing the name of the ten officers and other employees of the Skills University who received the highest remuneration (including allowances and other payments made to such officer or employee) during the preceding financial year and the contributions made by such officers or employees to the Skills University during the financial year.

(3) The statement referred to in sub-section (2) shall indicate whether any such officer or employee is a relative of any member of the Board or Senate of the Skills University and if so, the name of such member and such other particulars as may be required.

(4) The Vice Chancellor and such officer, as may be designated by the Board for maintenance of accounts of the Skills University, shall also be bound to give the complete information and explanations in the report referred to in sub-section (1), on every reservation, qualification or adverse remark contained in the auditors' report.

25.(1) The statement of accounts, including the balance sheet, the statement of income and expenditure, the auditor's report, the report of the Vice Chancellor and other documents required to be annexed with such statement, shall be brought before the Board in its meeting at such time immediately, but not later than six months, from the conclusion of the financial year.

Audited
statement of
accounts to be
placed before
the Board and
published

(2) A copy of every statement of accounts (including the balance sheet, statement of income and expenditure, the auditors' report and every other document required to be annexed or attached to balance sheet) which is to be laid before the Board of each Skills University shall, not less than twenty-one days before the date of the meeting, be

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sent to every member of the Board.

(3) After the statement of accounts referred to in sub-section (1) has been laid before the Board of each Skills University, such statement along with all other documents shall be published and placed on the website of such Skills University.

(4) A copy of the statement of accounts including the balance sheet, the statement of income and expenditure, the auditor's report, the report of the Vice Chancellor and all other documents required to be attached with such statement, shall be submitted to the Central Government and the appropriate Government, and that Government shall, as soon as may be, cause the same to be laid before each House of Parliament or the appropriate State Legislature, as the case may be.

26. (1) The annual report of each Skills University shall be prepared under the direction of the Vice Chancellor, and shall include, among other matters, the steps taken by the Skills University towards the attainment of its objects, a review of skills education being imparted, a needs-based assessment of emerging skills requirements, an outcome based assessment of the performance of the Skills University, the placement of students graduating from the Skills University and the extent of engagement of industry by the Skills University, and be submitted to the Board on or before such date as may be specified by the Board and the Board shall consider the report.

Annual Report
of National
Skills
University

(2) The annual report as approved by the Board shall be published and placed on the website of the Skills University.

Educational
loans and
credit
guarantee

27. (1) The Central Government, in consultation with appropriate Governments, may prepare a scheme for credit guarantee for educational loans taken by students studying in the Skills Universities so as to ensure that such loans from banks are easily available to students for pursuing a programme of study in the Skills University.

(2) The corpus for the scheme for credit guarantee may be contributed by the Central Government and appropriate Governments in such share as may be agreed upon between the Central Government and appropriate Governments.

(3) Every student admitted to any Skills University shall be eligible to receive educational loan, in accordance with the scheme referred to in sub-section (1), for pursuing a programme of study at such Skills University.

CHAPTER VI

COUNCIL OF NATIONAL SKILLS UNIVERSITIES

Council of
National
Skills
Universities

28.(1) With effect from such date as may be specified by notification in this behalf, the Central Government may establish for all the Skills Universities specified in the Schedule, a body to be called the Council of National Skills Universities.

(2) The Council shall consist of the following members, namely:—

(a) the Minister in-charge of the Ministry or Department of the Central Government having administrative control over skills education, *ex officio*, as Chairperson;

(b) the Minister in charge of skills education of appropriate Governments of such States where the Skills Universities are located, *ex officio*;

(c) the industry partner of each of the Skills Universities established in the public-private partnership mode;

(d) the Chancellors of each of the Skills Universities, *ex officio*;

(e) the Vice Chancellors of each of the Skills Universities, *ex officio*;

(f) the Chairman of the University Grants Commission, *ex officio*;



(g) the Chairman of the All India Council of Technical Education, *ex officio*;

(h) the President of the Council of Architecture, *ex officio*;

(j) the President of the Indian Medical Council, *ex officio*;

(k) the President of the Pharmacy Council of India; *ex officio*;

(l) the Chairman of the National Skill Development Agency, *ex officio*;

(m) the Chairman of the National Council for Vocational Training;

(n) Secretaries to the Central Government, one each to represent the Ministry or Department concerned with finance, skills education, higher education, health, employment and information technology, *ex officio*;

(o) heads of ten Sector Skill Councils, to be nominated by the Central Government;

(p) three persons from industry, to be nominated by the Central Government, from a panel comprised of three names recommended by each Skills University;

(q) three persons to represent persons of eminence from academia or civil society to be nominated by the Council, from a panel comprised of two names recommended by each appropriate

Government of such States where Skills Universities are located;

(r) heads of three national industry associations identified by the Central Government.

(3) The Council shall have a secretariat with a Secretary to be appointed in such manner as may be prescribed.

(4) The expenditure on the Council shall be met by the Central Government.

29.(1) Save as otherwise provided in this section, the term of office of a member of the Council under clauses (o) and (p) of sub-section (2) of section 28, shall be for a period of three years from the date of nomination.

Term of office of Members of Council and their allowances

(2) The term of a member, other than a member nominated under clauses (o) and (p) of sub-section (2) of section 28, shall continue so long as he holds the office by virtue of which he is a member.

(3) The members of the Council shall be entitled to such travelling and other allowances, as may be prescribed, for attending meetings of the Council.

Functions of Council of National Skills Universities

30. (1) The Council shall coordinate the activities of all the Skills Universities.

(2) Without prejudice to the generality of the provisions of sub-section (1), the Council shall perform the following functions, namely:—

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(a) to ensure harmonisation of the credit framework, consistent with the National Skills Qualification Framework, across all Skills University;

(b) to recommend to the Central Government, institution of scholarships for the benefit of students belonging to the Scheduled Castes, the Scheduled Tribes and other socially and educationally backward classes of citizens;

(c) to recommend to the Central Government and appropriate Governments, institution of schemes, including the scheme for credit guarantee for educational loans, for funding education in the Skills University;

(d) to suggest mechanisms for increasing industry engagement and employment opportunities for students of the Skills University;

(e) to deliberate on such matters of common interest to Skills Universities as may be referred to it by any Skills University;

(f) to perform such other functions as may be referred to it by the Central Government or any appropriate Government:

Provided that nothing in this section shall derogate from the powers and functions vested by law in the Board or Senate or any other authority of each Skills University.

(3) The Chairperson of the Council shall ordinarily preside over the meetings of the Council; and in his absence any other member, chosen, from amongst themselves, by the members present at the meeting, shall preside over the meeting.

CHAPTER VII

MISCELLANEOUS

Proceedings not to be invalidated by vacancies

31. No act or proceedings of any authority or any body of a Skills University shall be invalid merely by reason of the existence of a vacancy or vacancies among its members.

Returns and information

32. Every Skills University shall furnish to the Central Government and the appropriate Government such returns or other information with respect to its activities as the Central Government or the appropriate Government, as the case may be, may, from time to time, require, within such period as may be specified by that Government.

Power of Central Government to make rules

33. (1) The Central Government may, by notification, make rules to carry out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely:—

(a) the form and manner in which the appropriate Government may submit a proposal to the Central Government for the purposes of establishment of a Skills University in the public-private partnership mode under sub-section (2) of section 4;

(b) the form and manner in which the appropriate Government may submit a proposal to the Central Government for the purposes of establishment of a Skills University without public-private partnership under sub-section (3) of section 4;

(c) the criteria on the basis of which the Central Government shall examine a proposal submitted by an appropriate Government for establishment of a Skills University under sub-section (5) of section 4;

(d) the form, general instructions and accounting standards in which the balance sheet and statement of income and expenditure of a



Skills University shall be prepared under sub-section (2) of section 22;

(e) the standards of accounting based on such standards defined by the Institute of Chartered Accountants of India under section 22;

(f) the manner of appointment of the Secretary to the Council under sub-section (3) of section 28 ;

(g) the travelling and other allowances that Members of the Council shall be entitled receive for attending meetings of the Council under sub-section (3) of section 29.

Power of
Board to
make Statutes

34.(1) Subject to the provisions of this Act, the Board of every Skills University shall, by publication on its website, make Statutes to carry out the purposes of this Act.

(2) In particular, and without prejudice to the generality of the foregoing power, such Statutes may provide for all or any of the following matters, namely:—

(a) the parameters and manner for recognition of institutions of skills education and affiliation of such institutions under clause (a) of sub-section (3) of section 8;

(b) the entitlement of allowances to the members of the Board for attending meetings under sub-section (3) of section 8;

(c) governance, administration, management and operations of Skills University under clause (b) of sub-section (2) of section 14;

(d) the qualifications, criteria and processes for appointment to skills education, teaching, academic, administrative and other posts under clause (j) of sub-section (2) of section 14;

(e) the fees and other charges payable for pursuit of courses or programmes of study under clause (l) of sub-section (2) of section 14;

(f) the delegation of powers of the Board to committees, authorities or officers and the period of such delegation under clause (n) of sub-section (2) of section 14;

(g) the powers and duties of Vice Chancellor under sub-section

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(2) of section 17;

(h) the powers and functions, to the employees of the Skills University designated as officers, under sub-section (2) of section (18)

(i) the powers and functions of Deans under sub-section (2) of section (18);

(3) The Board of Governors of each Skills University may, from time to time, amend or repeal any Statutes, and each such Statute, its amendment or repeal, as the case may be, shall come into effect from the date of its publication on the website of the Skills University.

35. (1) The Senate may, by publication on Skills University's website, make Ordinances to carry out the purposes of this Act.

Power of Senate to make Ordinances

(2) In particular, and without prejudice to the generality of the foregoing power, such Ordinance may provide for all or any of the following matters, namely:—

(a) the credit framework in accordance with the National Occupational Standards developed by such body as may be specified, by or under, the National Skills Qualification Framework under clause (a) of sub-section (2) of section 16;

(b) the curriculum packages for each level and each skill as may be defined, by or under, the National Skills Qualification Framework under clause (b) of sub-section (2) of section 16;

(c) the norms of skills education, teaching and instruction, consistent with the credit framework and curriculum packages under clause (c) of sub-section (2) of section 16;

(d) the norms of examination, or any other measure of assessment of knowledge and competency of a student, or admission to, the Skills University or institutions of skills education affiliated to it under clause (d) of sub-section (2) of

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section 16;

(e) the norms and parameters of examination or assessment systems and the procedure for accreditation of such systems of institutions of skills education affiliated to it under clause (e) of sub-section (2) of section 16;

(f) the norms for recognition of competency attained by a student in practical training in skills, imparted in industry, for the purpose of earning credits under clause (g) of sub-section (2) of section 16;

(g) the norms for transfer of credits to promote new learning opportunities without compromising on learning outcomes under clause (i) of sub-section (2) of section 16;

(h) the parameters for assessment and accreditation of skill educators and training providers consistent with norms specified by or under the National Skills Qualifications Framework, or in their absence, such norms as may be determined by the Senate under clause (j) of sub-section (2) of section 16;

(3) Every Ordinance made by the Senate, in exercise of powers under this section, shall be placed, as soon as may be after it is made or published, before the Board.

(4) The Board shall have the power to make any modification in the Ordinance or direct that the Ordinance should not be made or issued:

Provided that the Ordinance shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Ordinance.

36.(1) If any difficulty arises in giving effect to the provisions of this Act, the Central Government may, by order published in the Official Gazette, make such provisions, not inconsistent with the provisions of this Act as appear to it to be necessary or expedient for removing the difficulty:

Power to
remove
difficulties

Provided that no order shall be made under this section after the expiry of two years from the date of commencement of this Act.

(2) Every order made under this section shall, as soon as may be after it is made, be laid before each House of Parliament.

37. Every rule made and every notification issued under sub-section (1) of section 5 under this Act shall be laid, as soon as may be after it is made, before each House of Parliament while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule should not be made or notification should not be issued, the rule or notification shall, thereafter, have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

Laying of rules
and
notifications
before
Parliament

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[See section 5(1)]

Sl.	Name of National Skills University	Name of State	Location	Appointed Date