TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN INDIA

A SNAP SHOT OF TODAY
AND CHANGES UNDERWAY FOR TOMORROW

Report compiled by
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PREFACE

As with many other aspects of the tertiary education system in India, the technical and vocational education systems are being reformed and this process will continue over the next few years. This report will be updated regularly to keep abreast of these developments.

INDIA’S TECHNICAL AND VOCATIONAL TRAINING SYSTEM

CENTRAL GOVERNMENT

National Skills Development Council
Chaired by the PM, includes 20 Ministers with some TVET responsibilities

KEY GOVERNMENT MINISTRIES

Ministry of Human Resource Development
Dept of Higher Education
Technical Education Policy

All India Council for Technical Education (AICTE)
Technical education operations
National Institutes of Technology
(tech progs)
Polytechnics (tech progs)
Programme approvals
Institute registration
Foreign Joint Venture approvals

Ministry of Labour and Manpower
Dept. of School Education and Literacy
TVET courses in Secondary School

20 other Ministries, including:
- Ministry of Mines – miners etc
- Ministry of Health and Family Welfare – all medical except doctors
- Ministry of Transport – aviation, maritime
- Ministry of Agriculture – agricultural extension
- Ministry of Railways – train drivers, other railway workers
- Ministry of Defence – cooks, mechanics, logistics supply

STATE GOVERNMENTS

Departments of Technical Education and Training
Modular Employment Scheme (MES)
Technical Education Community Outreach Scheme (TECOS)

Technical Institutes
Polytechnics

NON-GOVERNMENT

Private Sector
Technical Institutes
Corporate in-house training (e.g. Tata, Infosys, Reliance)
Confederation of Indian Industries (CII)
Federation of Chambers of Commerce and Industry (FICCI)

Non-Government Organisations
Education programmes in slum/rural areas
Religious groups (sub-contracted to run MES and TECOS by state govs)
EXECUTIVE SUMMARY

The Technical and Vocational Education and Training (TVET) system in India is, like every other part of the education sector in the country, undergoing large scale reforms presently. The economy is growing at around 8% annually and industry is facing a huge shortage of well educated and trained workers. India has one of the world’s most youthful population (53% of people are aged below 25 years according to the 2006 Census) and there are 310 million people aged 15 – 25 years but only 5% of them have any TVET qualifications. The average in most Asian countries is 60%. Over ninety percent of India’s trades workforce is employed in the non-formal sector picking up skills and knowledge in the work place. It is recognised by government and industry alike that the current rapid economic development will be affected by the lack of educated employees if the TVET systems are not upgraded to provide a skilled workforce.

Education overall is a concurrent responsibility between the Central and State governments, similar to Australia. Provision of TVET is largely the responsibility of State governments, but the changes required cannot be achieved by them alone. The Central government has begun responding to this challenge, developing policies to expand and improve the TVET system during the current 11th Five Year Plan for the country’s economic development. Funding for TVET in the Central budget has doubled over the previous plan and the Central government is working closely with State governments, as well as industry and community groups to increase access to and quality of TVET across the country.

TVET institutions in India include the elite Indian Institutes of Technology, Technical Universities, Institutes of Technology and Polytechnics. The latter are not degree conferring, offering certificates and diplomas in vocational courses only. Efforts are underway within all these institutions to increase access and the quality of teaching and learning to enable thousands more young people to gain TVET qualifications. Flexible learning programmes aimed at those already working are being implemented so they can become qualified or gain more advanced skills. This report uses examples from the National Capital Territory (the region around New Delhi and the city itself) to illustrate how these reforms are improving the TVET system.

Private sector delivery of TVET has increased markedly in recent years, responding to both student demand and industry needs. Large companies like Tata, Reliance Industries and many of the IT firms like Infosys and Wipro have developed in-house training programmes. As well, a network of community outreach programmes have been established to offer slum and rural communities training opportunities.

Re-training existing Faculty and recruiting many more is a key element of the reforms. TVET has traditionally suffered the stigma of being a lowly teaching profession which has meant it has been hard to attract good teachers to the sector. Low pay levels, in a country where teachers on average earn NZD200 monthly, has exacerbated this problem. The reforms are addressing this challenge by offering financial and other incentives to young people to train as teachers, improving in-service training opportunities, and increasing salaries a little.

This report provides a snap-shot of India’s TVET system today and explains the changes underway for the future. A description of India’s quality assurance systems for technical education is also provided. At the end of the report, a ‘Tool Kit’ is included to help New Zealand education providers investigate an Indian partner’s education credentials when developing a new collaboration.

For any further information about this report, please contact the South Asia Education Counsellor at perya.short@minedu.govt.nz.
1.0 INTRODUCTION

1.1 The New Zealand government’s International Education Agenda 2007-2012 recognises that internationalising our domestic education system will be a vital part of New Zealand’s future prosperity. Building strong international education partnerships is an integral component of that internationalisation process. Acquiring knowledge about how other countries’ education systems, markets and regulatory frameworks function is a vital element in building those partnerships. India has been identified by the New Zealand government and the export education industry as a priority country for developing strong education linkages and building export activity.

1.2 India and New Zealand’s education relationship has been growing steadily since 2004. There has been increasing interest from Indian students in studying in New Zealand. The numbers have risen from just a few hundred a few years ago to almost 4,000 in 2007.¹ A number of our Tertiary Education Organisations (TEOs) have begun building linkages with Indian education institutions during this period, and there has been a high level commitment from our government to growing the education relationship. The Prime Minister’s visit in 2004 included education as a key focus during discussions. There were two Ministerial education visits in 2005 and 2006 which included large delegations from our TEOs interested in developing links.

1.3 A bilateral Arrangement for Education Cooperation was signed during the Ministerial mission in 2005. This Arrangement provides an umbrella for forging stronger education links in a number of spheres, including TVET.

1.4 A government strategy for an education engagement with India was approved by Cabinet in late 2006. The strategy has four main objectives which seek to support New Zealand education providers to grow collaborations with India. The objectives are:

- To advance the bilateral education relationship through a coherent programme of education diplomacy initiatives and activities.
- To increase New Zealand provider’s market access to education opportunities.
- To increase New Zealand knowledge of policy and market trends in Indian education.
- To enhance Indian knowledge of the New Zealand education system, policies and strengths.

1.5 One of the activities addressing the strategy’s third objective is a series of investigative studies about various aspects of the education system and market in India. This study into India’s TVET system is one of the reports in this series. The assumption behind doing this work is that both the government and sector’s education engagement with India will produce better results through becoming more informed.

1.6 This report outlines:

- A brief history of TVET in India
- Definitions of technical & vocational education
- Information on relevant legislation
- the current structure of TVET systems
- The current challenges and proposed changes
- where the private sector providers sit
- the quality assurance of TVET institutes
- a Tool Kit for NZ TVET providers when undertaking due diligence for a new partnership.

¹ Student visa application rates have significantly increased for 2007 and 2008, with student numbers to be upwards of 6000.
2.0 HISTORY OF TVET IN INDIA

2.1 The efficient functioning of the colonial economy in the 19th century created the need for the first technical training centres. Supervisors were trained using British curricula to oversee the construction and maintenance of public buildings, roads, canals, and ports. The workers themselves were mostly illiterate so schools were established to give elementary lessons in reading, writing, arithmetic, geometry, and mechanics. The first known industrial school was established in Madras (now Chennai) in 1842, attached to the Gun Carriage Factory there.²

2.2 The first engineering college was established in Roorkee in what is now Uttar Pradesh state in 1847 to train civil engineers, making use of the large workshops nearby that were erected for the Upper Ganges Canal project.³ More engineering colleges were set up subsequently in the other key colonial cities (Pune, Bombay, Calcutta and later, Delhi) giving India a very strong foundation in engineering education – both professional and non-professional. Today engineering is offered up to PhD level at the 8 elite Indian Institutes of Technology, at degree level in National Institutes of Technology (which also offer some post-graduate programmes), and at diploma and certificate level in a variety of public and private technical institutes and polytechnics.

2.3 Since Independence in 1947, a network of technical and vocational training institutes and polytechnics have been established offering a wide range of TVET programmes at certificate and diploma level. At the same time, the growth of the Indian army, navy and air-force has included the development of substantial technical and vocational training facilities. These continue to be a quality source of TVET graduates, mostly for the military but also increasingly for civilian industries such as the aviation industry.

2.4 Private sector delivery of TVET has increased markedly in recent years, responding to both student demand and industry needs. Large companies like Tata, Reliance Industries and many of the IT firms like Infosys and Wipro have developed in-house training programmes. As well, a network of community outreach programmes have been established to offer slum and rural communities training opportunities.

3.0 DEFINITIONS

Technical Education – refers to all types of engineering education but can also include Information Technology, Design, Media & Communications. A full list is available of the AICTE’s website.

Vocational Education – includes all trades training from mechanics to carpet makers to cooks. Also all handicrafts and other artisan courses like tailoring.

General Education – all other education at tertiary level including medical.

² “History of Technical Education in India,” Ministry of Human Resource Development, accessed via www.education.nic.in, 21.7.08
³ ibid.
4.0 LEGISLATION AND REGULATION

Legislation
4.1 The Constitution of India is the ultimate document which guides central and state policy in all sectors, including education. The most important clause of the Constitution related to education is:

“Education, in general, is the concurrent responsibility of the Union and the States. However, (a) coordination and determination of standards in higher and technical education, and (b) institutions declared by Parliament by law to be institutions of national importance are the responsibility of the Union.”

4.2 Below the Constitution, there are five Acts of Parliament at the Central Government level which address TVET namely:

- The Industrial Training Institutes Act 1961
- The Apprentices Act 1961
- The Architects Act 1972
- The All India Council for Technical Education Act no.2, 1987
- National Institutes of Technology Act 2007

4.3 These Acts lay out the governance, administration, and division of funding between the Central and States governments of the TVET system. They stipulate the modes of education delivery for the various levels of TVET from professional engineering to the trades and artisan courses such as carpet-making and handicrafts.

4.4 The most recent Act establishes a new level of institute, known as National Institutes of Technology (NITs). In reality, existing well performing technical institutes are being given additional funding to recruit more faculty and expand infrastructure so they can become the NITs. This is part of the Central government’s broader effort to make degree level technical education more accessible to the 400,000 students who compete annually for the 5,000 places available at the IITs.

Regulation
4.3 The AICTE Regulations of 2005 notified under the 1987 Act regulate the operation of engineering colleges predominantly but also other forms of technical education such as design or journalism schools. These regulations also cover foreign technical education providers in India.

4.4 There are very specific regulations which set out how foreign providers may link with Indian counterparts, and the process for doing so. The regulations are attached to this report. It would be important for a New Zealand provider to read these regulations carefully to understand the requirements when considering a partnership with an Indian institution.

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4 Constitution of the Republic of India, education section accessed via Ministry of Human Resource Development www.education.nic.in, 25.7.08
5.0 CURRENT STRUCTURE OF TVET IN INDIA

5.1 The main Central government agencies formulating policy and running TVET institutions in India include:

- The Department of School Education & Literacy (Ministry of Human Resource Development) – TVET programmes in senior secondary school.
- Department of Higher Education (Ministry of Human Resource Development) – Technical Education,
- Directorate General of Employment and Training (Ministry of Labour and Manpower) - Vocational Training

5.2 As noted above, there are some 20 Central government Ministries which have some oversight of TVET. For example the Ministry of Agriculture has a network of agricultural extension centres around the country which provide TVET programmes for farmers and rural workers, the Ministry of Mines has training centres for mine workers, the Ministry of Health for community health workers and so on.

5.3 A diagram of the structure of the Indian TVET system is on page 3 of this report.

Vocational Training

5.4 Training is provided in 32 Engineering and 22 non-engineering trades approved by the National Council for Training in Vocational Trades to people aged 15 to 25 years. 7,500 Industrial Training Institutes with an overall capacity of 750,000 places have been established around the country. Periods of training vary from 1 to 2 years. The Industrial Training Institutes are also used as Basic Training Centres for Apprenticeship Training Programmes.

5.5 Over the last ten years, as part of meeting the needs of more sophisticated equipment and technology being used by industry, a network of technical institutes has been established around the country to offer advanced training in various disciplines including the:


(ii) Foreman Training Institute, Bangalore –provides managerial skills training for front-line supervisors.

(iii) Central Staff Training and Research Institute, Calcutta - provides training for staff from Central and State Governments and industry, who control, regulate and direct Vocational and Apprenticeship Training Programmes. This Institute is also involved in Research and Development in the field of vocational training.

(iv) Advanced Training Institute in Electronics, Hyderabad - was set up in 2007 to provide training at the Craftsmen and Technician level in electronics.

Polytechnics

5.5 There are 1,400 polytechnics in India and most offer three year diploma courses in disciplines like Civil, Electrical and Mechanical Engineering. Many also now provide programmes in Electronics, Computer Science, Medical Lab technology, Hospital Engineering, and Architectural Assistantship. Some are specialised and offer courses in areas like Leather Technology, Sugar Technology and Printing Technology. Some programmes are also offered exclusively in women’s only Polytechnics in subjects like Garment Technology, Beauty Culture and Textile Design. The AICTE approves all
programmes but powers are delegated from the Central government to State governments to open new polytechnics and/or increase intake, expand infrastructure in existing ones.

6.0 CURRENT CHALLENGES AND PLANNED CHANGES

6.1 Although the infrastructure to provide TVET has been expanding steadily since the 19th century, it has not produced large numbers of highly educated or well trained workers. Many other socio-economic issues related to India’s development have constrained the ability of this system to do its job properly. Today, less than 3% of rural youth and 6% of urban youth go through any kind of TVET programmes. Roughly 92% of India’s TVET workforce is employed in the informal or unorganised sector having dropped out of school on average at the end of Year 8 meaning it is difficult for the TVET system to capture young people and educate them.

6.2 Social stigma has historically been attached to TVET as manual or industrial jobs were perceived as work for low-caste communities. Students, including from poor communities, who completed secondary school (Year 12) were turned away from TVET towards more academic or professional subjects. These attitudes are changing now, albeit slowly, as technical and vocationally-focussed jobs are more widely accepted and better remunerated. People are beginning to understand such work can help an individual and families move out of poverty.

6.3 The TVET system has always struggled to attract good teachers, for similar negative social reasons as noted above. Teachers in general are poorly paid in India with salaries ranging from NZD100 monthly in the private sector to NZD300 monthly in the good senior secondary public schools. TVET teachers salaries have been at the lower end of the public scale, and in many cases in rural polytechnics or technical institutes, the teachers have had only basic education themselves. Efforts are underway presently to improve the quality of teacher training for all education sectors, including for TVET teachers. Special courses are being provided during summer and winter vacations during which the knowledge and skills of teacher trainers are being improved. Teacher training colleges are being given more funding by the Central government to upgrade infrastructure, pay better salaries to Faculty and obtain more up-to-date teaching resources. Attracting teachers to this work is a huge challenge. The Delhi government for example is working with NGOs and other community groups to use their staff who are trained teachers while they try to recruit more graduates to the profession.

6.4 Under the Indian Constitution, education is a joint activity between the central and state governments, similar to Australia. In TVET, this means that technical institutes and polytechnics can be established at either state or central level. Registration of a new institution can happen at either level. Accreditation of programmes and courses can happen at both levels as well. Most technical qualifications are accredited at the central level by the All India Council of Technical Education. Vocational qualifications are generally accredited at the State level.

6.5 In recent years, the Central government has sought to make improvements by obtaining the State’s agreement to centrally provided curricula, teaching training and funding for infrastructure improvements. In some states, the TVET curricula has not

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8 ibid.
been updated for 20 or more years so even if students have completed TVET qualifications, they may be unemployable in modern industry.

6.6 As part of the wider effort to improve tertiary education under the current 11th Five Year macroeconomic plan (2007 – 2012), the Central government, in consultation with the State governments and education providers, has developed new policies to improve and expand TVET provision across the country. Chapter IV of the Plan lists a range of programmes to improve equity, access and quality of provision in TVET. In concert with upgrading existing TVET institutions, and building more of them, there is an emphasis on developing flexible courses to enable study while working, given that the majority of work and skills knowledge is acquired presently in the work place.

6.7 A National Policy on Skills Development was finalised in May 2008 by the Ministry of Labour and Manpower. Alongside streamlining the governance of skills development nationally, it emphasises expanding TVET in close coordination with industry and community partners. The Prime Minister established a National Skills Development Council in March 2008 to enable better coordination between the 20 Ministers in Cabinet whose Departments have some responsibility for TVET within particular economic sectors. This Council meets monthly to discuss TVET policy to try to reduce overlap and work towards the TVET sector delivering programmes meeting industry’s needs for suitably qualified graduates. Funding from the Central Government for TVET has doubled over the previous Five Year Plan. The outlay over the next five years is estimated to be NZD220 million.

**Improvements to TVET begun within the National Capital Territory (New Delhi)**

6.8 Since 2006, the Department of Training and Technical Education (DTTE) for the National Capital Territory (NCT) has been leading the way in implementing new TVET strategies to both upgrade the institutions providing the teaching and learning, and to make training more accessible to the thousands of unemployed or underemployed eligible young people in the region. The developments taking place are illustrative of what is happening in other parts of the country. Places available for training have increased 50% year on year by expanding class sizes, introducing night and weekend classes, and using India’s national Education Satellite (EDUSAT) distance education systems to offer training through community centres including churches and mosques. New private technical institutes have been established affiliated to the Guru Gobind Singh Indraprastha University (a state level technical University) to offer diploma and degree level engineering and technical qualifications. A number of other institutes are under construction using public private partnership models as the NCT has worked closely with local industry to expand TVET opportunities. Two of New Delhi’s Polytechnics were recently judged the best in North India with one obtaining ISO9001 certification.

*Modular Employable Skills (MES) programme*

6.9 This programme has been developed to offer flexible study options to workers either without any formal qualifications or requiring advanced training. The National Council for Vocational Training has approved 211 courses that can be delivered using the MES programme ranging from automotive servicing to carpet making, general production and manufacturing, and retail occupations like basic level food production.

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9 “Chapter 4, section 7 of the 11th Five Year Plan”, National Planning Commission, January 2008
12 Meeting with Dr Nirendra Kumar, Director of Skills & Training, NCT, 19 June 2008.
Eligible students must have completed a minimum of five years at school up to Year 10 for some of the more advanced courses.  

**Technical Education Community Outreach Scheme**

6.10 This scheme is aimed at New Delhi’s slum communities. About a third of the city’s population are migrants from rural India who are generally young, illiterate and needing employment to send money back to family living in the villages. This scheme is a partnership between the DTTE, local industry and NGOs to provide foundation education and TVET to enable young people to obtain skills to earn a basic wage. It is also beginning to provide a pool of workers who can then become better qualified through the MES programmes to mitigate the skills shortages local industry is facing. This scheme and the MES one are now being emulated in other large Indian cities such as Mumbai, Bangalore and Chennai.

### 7.0 ROLE OF INDUSTRY COUNCILS

#### 7.1 The Confederation of Indian Industry (CII)

CII is a non-government, not-for-profit, industry led and managed organisation. Founded over 113 years ago, it has direct membership of over 7500 organisations from the public and private sectors, and an indirect membership of over 83,000 companies from around 380 national and regional sectoral associations.

7.2 CII works closely with government on policy issues, to try and enhance efficiency and competitiveness, including on TVET. In recent years, CII has stepped up its engagement on a wide range of issues that it identifies as being of national concern. 4 Missions have been launched on Manufacturing Innovation, Knowledge and Skills Development, Sustainable Growth and Inclusive Growth. The Mission on **Knowledge and Skills Development** looks to “Promote a Sustainable Framework that would assist Industry across sectors in developing Knowledge and Skills abilities in its Workforce to International standards.”

7.3 CII has implemented a series of TVET programmes with its members to upgrade training and skills in particular sectors such as manufacturing, finance and health. As part of this effort, CII is also building linkages with countries like Germany, Australia and the UK where CII knows reforms are underway to make the TVET systems produce workers with relevant skills for a modern economy. New Zealand has recently been invited to provider speakers for its next international conference on skills and training.

#### 7.4 Federation of Indian Chambers of Commerce & Industry (FICCI)

Set up in 1927, on the advice of Mahatma Gandhi, FICCI’s history is closely interwoven with the freedom movement. It has a nationwide membership of about 1500 corporations and 500 chambers of commerce and business associations, and an expanding direct membership of enterprises drawn from large, medium, small and tiny segments of manufacturing, distributive trade and services.

7.5 FICCI is not ‘hands on’ in designing TVET programmes and implementing them like CII. It has however worked closely with Government on national economic policy, including education, and TVET particularly, in the recent development of the 11th Five

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13 Ibid.
14 Ibid.
17 CII Home Page, accessed via [http://cii.in/menu_content.php?menu_id=60](http://cii.in/menu_content.php?menu_id=60), 28.7.08
Year Plan. Its close partnerships and consultation processes with business have been an important conduit of information about the skills needs in the private sector to inform policy development.

8.0 THE PRIVATE SECTOR PROVIDERS

8.1 It is estimated that about 63% of all tertiary education (including TVET) in India is now provided in the private sector\(^\text{19}\). This ranges from elite higher education institutes to well intentioned but poorly run technical institutes to dodgy outfits providing fake qualifications. At the quality end of the spectrum, there are some private entities providing much needed access to tertiary education for good students who miss out on a place in a public technical institute or University (the average exam mark percentage for entry is now over 92% for all courses in the top tier tertiary institutions).

8.2 Self-financing institutions must be registered as Trusts or Societies\(^\text{20}\). They cannot make any profit or offer dividends. There is normally a Board of Directors and, for the high quality large institutions, an Academic Council. In the TVET sector, many of the institutions are being established to provide skilled workers for a particular industry. For example private airlines in India have their own training centres for air crew. Large companies like the Tata Group have in-house education centres to ensure a sufficient flow of workers well trained in a particular industry skill set.

8.3 There is a growing number of examples of TVET providers being established using public-private partnership models. The Central government and CII are encouraging greater use of this approach by publicly funded institutions with local industry, by private education providers with local industry supported by State governments, and by local industry with local community education NGOs to develop more TVET institutions quickly. City and Guilds UK is closely involved in this work with CII, and the Central and State governments, to provide standards and ensure credible delivery of training and assessment of candidates\(^\text{21}\).

8.4 There are presently no regulations governing the operation of private domestic education providers in India. Therefore there is no enforcement of any aspects of their operations, and no quality assurance of their education provision by government authorities. Many will claim approval by the AICTE but it is not mandatory for them to do so. Others will have accreditation from their respective Professional Council, either an Indian one or an international body but this recognition does not necessarily provide evidence of quality education provision. Any New Zealand provider interested in building a relationship with a private provider would need to undertake a thorough due diligence process of both the business credentials and education provision before entering into any partnership arrangement. A Tool Kit of suggestions on what to include in this process is at the end of this report.

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\(^{19}\) CII Skills Compendium 2007 – 2008.

\(^{20}\) Trusts - Regulations for non-profits vary from state to state although the broad principles of the India Trusts Act 1882 also govern private trusts. Maharashtra, Gujarat, Rajasthan, and Madhya Pradesh have Public Trusts Acts.

Societies - Societies are membership organizations that may be registered for charitable purposes. Societies are usually managed by a governing council or a managing committee. Societies are governed by the Societies Registration Act, 1860, which has been adapted by various states. Unlike trusts, societies may be dissolved. From the US Council on Foundations accessed via [http://www.usig.org/countryinfo/india.asp#Types](http://www.usig.org/countryinfo/india.asp#Types) 29.7.08.

\(^{21}\) For specific examples of this programme go to [http://www.cii-skillsdevelopment.in/home.html](http://www.cii-skillsdevelopment.in/home.html)
9.0 QUALITY ASSURANCE OF PUBLIC TVET INSTITUTES

Role of the All India Council of Technical Education (AICTE)

9.1 The AICTE oversees the public technical education sector and grants approvals for the delivery of foreign technical programmes in India. The AICTE was established as a national level advisory body by an Act of Parliament in 1954 to conduct surveys of technical education facilities and to promote development of technical education across the country in a coordinated manner. To achieve this role, the AICTE was given statutory authority for the formulation and maintenance of standards, for quality assurance through accreditation, for funding in priority areas, for monitoring and evaluation, and for maintaining the parity of certification and awards. The National Board of Accreditation (NBA) sits within the AICTE and mainly oversees the quality of engineering education in India.22

9.2 In the mid-eighties, there was concern that the AICTE did not have sufficient powers to prevent the proliferation of lesser quality technical education institutions. A working group which reviewed the function and performance of the agency recommended that the AICTE be restructured and given greater authority to make it more effective. AICTE Act No. 2 was passed in Parliament in 1987 which gave the agency stronger compliance functions to de-register technical education institutions which did not meet its quality assurance standards.

9.3 The AICTE oversees technical education programmes including training and research in engineering, technology, architecture, town planning, management, pharmacy, applied arts and crafts, and hotel management and catering technology from certificate through to post-graduate research levels.

Review of the AICTE

9.4 A review of all of the AICTE’s functions is underway presently giving effect to one of the activities in the 11th Five Year Plan designed to improve quality assurance of the tertiary education system overall. It was recognised by officials and educators alike that in recent years the agency had not been fulfilling its role efficiently. It has become very slow in processing approvals of new programmes for Indian technical institutes and almost never completing the process for approval of joint ventures between Indian and foreign education partners.

9.5 The Review Report is due late in 2008. It is expected it will recommend to the Minister of Education a restructure of the whole Agency to bring its processes more into line with the National Accreditation and Assessment Council, which is using internationally recognised benchmarks to quality assure higher education23.

9.6 Vocational education is quality assured by local State government Technical Education Departments. The competency of these Departments to carry out this function varies greatly around the country but, in the main, it is not being done well. Initiatives guided by the Central Ministry of Human Resource Development and the AICTE are underway to upgrade the ability of States to provide credible quality assurance of vocational education.

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22 For details of the NBA’s activities, see www.aicte.ernet.in
23 Meeting with Dr Narayana Rao, Member Secretary, AICTE, 21.7.08.
10.0 TOOL KIT FOR NEW ZEALAND PROVIDERS

10.1 How to undertake due diligence on an Indian TVET institution when exploring a partnership

1. If it is an Indian Institute of Technology, its credentials will be sound.

2. If it is a Technical University, check the status of the institution on the University Grants Commission website. If it is a centrally funded university, or an institute of national importance, its quality assurance standards will be good to reasonable generally. It will still be important to check thoroughly the quality assurance processes of the specific Department or School of a particular institution during a site visit.

3. Check the National Assessment and Accreditation Council’s (the agency that accredits Universities) website to ascertain if the University has submitted a self-review report that has been through the NAAC’s new quality assurance process and been approved by its General Council. NAAC may also list a grading for the institution (A+ - C) which gives an idea of its standing relative to other providers.

4. If the institution is a technical training provider, contact the AICTE to check its status.

5. If the institution is a vocational training provider, contact the State level Department of Technical and Vocational Education to obtain information.

6. If the institution is a private provider, UGC and AICTE may have some information. If the institution states it is a member of a domestic or international professional council, contact that council to obtain more information. Thorough due diligence and a site visit is strongly recommended however so that benchmarking against New Zealand’s quality assurance processes can happen.

10.2 How a New Zealand institution can ensure a New Zealand educational programme being delivered in India is recognised officially in India

1. For a technical education course or one of the disciplines listed under the AICTE’s purview on its website contact the Quality Assurance Bureau of the AICTE and provide information as required showing the programmes being conducted in India are the same as those being delivered in New Zealand (see clause 4 under Conditions of Registration in the AICTE regulations in Annex IV of this Report).

2. The AICTE will not generally approve new programmes or courses for delivery to Indian students if New Zealand students are not already enrolled or to be enrolled at the same time in the programme in New Zealand.

3. For a vocational level programme, contact the local State Department of Technical and Vocational Education.
10.3 How a New Zealand institution can ensure a New Zealand TVET qualification delivered to Indian students is officially recognised in India. ⁴⁴

1. For a technical qualification, contact the Quality Assurance Bureau of the AICTE.

2. At the vocational level, the quality of the Indian qualifications will in the main be at a much lower level than the New Zealand qualifications. It will be rare to require equivalency at this level. If required, contact the local State Department of Higher and Technical Education.

⁴⁴ New Zealand follows its own Quality Assurance procedures as required by the NZQA.
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5. Discussion with Mr Subhash Khuntia, Joint Secretary Technical Education at WOW Wearable Arts Award Evening, New Zealand High Commission, 19 April 2008


7. Meeting with Mr Sharda Prasad, Director-General, Skills & Training, Ministry of Labour & Employment, 13 June 2008

8. “Guidelines for operationalisation of the Scheme ‘Upgradation of 1396 Government it is through public-private partnership’, Ministry of Labour & Employment, November 2007 accessed via www.dget.nic.in 23.6.08

9. Meeting with Dr Narendra Kumar, Secretary to the Government for Skills, Training & Technical Education, National Capital Territory of New Delhi, 19 June 2008.


11. List of Modular Employable Skills Course Curricula approved by the National Council of Vocational Training, as at August 2007.


24. “Recommendations on Vocational Education & Training”, Letter from Mr Sam Pitroda, Chairman, National Knowledge Commission to the Prime Minister, 1 December 2006.

25. Meeting with Dr Narayana Rao, Member Secretary, All India Council of Technical Education, 21 July 2008.


APPENDIX 1

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION
NOTIFICATION

REGULATIONS FOR ENTRY AND OPERATION OF FOREIGN UNIVERSITIES/ INSTITUTIONS IMPARTING TECHNICAL EDUCATION IN INDIA

New Delhi, the 16th May, 2005

No. F. 37-3/Legal/2005:- In super session of the Regulations Notified by the Council vide Notification No. F.37-3/Legal (vi) 2003, dated 3rd April 2003 and in exercise of the powers conferred under Section 23 read with Clause (b), Clause (f), Clause (g) and Clause (n), (o), (p) of Section 10 of the AICTE Act, 1987, (Act 52 of 1987), the Council hereby makes these regulations for regulating entry and operation of Foreign Universities/ Institutions imparting technical education in India.

Objectives:

a. To facilitate collaboration and partnerships between Indian and Foreign Universities / Institutions in the field of technical education, research and training.

b. To systematize the operation of Foreign Universities/Institutions already providing training and other educational services including that of coaching of students, in India leading to award of degree and diploma in technical education, either on their own or in collaboration with an Indian educational institution, under any mode of delivery system such as conventional/ formal, non-formal and distance mode.

c. To safeguard the interest of students' community in India and ensure uniform maintenance of Norms and Standards as prescribed by various Statutory Bodies;

d. To enforce accountability for all such educational activities by Foreign Universities / Institutions in India;

e. To safeguard against entry of non-accredited Universities / Institutions in the Country of origin to impart technical education in India.

f. To safeguard the nation's interest and take punitive measures, wherever necessary, against the erring institutions, on case-to-case basis.

Short Title and Commencement :

1. These Regulations may be called the AICTE Regulations for Entry and Operation of Foreign Universities in India imparting technical education, 2005.

2. These Regulations shall come in force on the date of their publication in the Official Gazette.

Applicability:

These Regulations shall cover and apply to:

1. Foreign Universities / Institutions interested in imparting technical education in India leading to award of diplomas and degrees including post graduate and doctoral programmes.

2. Indian University / Institution which is already in existence and is duly approved by AICTE, interested in imparting technical education leading to award of diplomas / degrees including post graduate and doctoral programmes of a Foreign University through collaborative/ twining arrangements.

3. The existing collaborative agreements/ arrangements with Foreign Universities/Institutions offering technical education in India.

4. Any other educational activity carried out in India, in any manner, by the Foreign Universities/ Institutions, as may be decided by the Council to bring such activities under these Regulations.
On commencement of these Regulations no Foreign University/Institution shall establish/operate its educational activity in India leading to award of diplomas/degrees including post graduate and doctoral without the expressed permission/approval of the Council.

Definitions:

Unless the context otherwise requires:

a. AICTE means the All India Council for Technical Education established under Section 3 of the AICTE Act (52 of 1987) by the Parliament for co-ordinated development of technical education in the Country.

b. NBA means the National Board of Accreditation, authorized body under AICTE Act to accredit programmes of technical education imparted by Universities/Institutions in India and recommend recognition/de-recognition of institution or the programme.

c. All other words and expressions used herein and not defined above but defined in the AICTE Act shall have the meaning as assigned to it in AICTE Act (52 of 1987).

Procedure for Registration:

1. Any application to AICTE by a Foreign University/Institution seeking to operate in India either directly or through collaborative arrangement with an Indian University/Institution must be accompanied by a No-Objection Certificate issued by the concerned Embassy in India. The Missions of the concerned Countries shall be required to certify genuineness of the educational institutions of their respective countries willing to offer study programmes in India.

2. The concerned Foreign University/Institution shall submit a Detailed Project Report (DPR) to AICTE along with application in a prescribed form, giving details regarding infrastructure facilities, facilities available for instruction, faculty, prescribed fee, courses, curricula, requisite funds for operation for a minimum period of three years and other terms and conditions of collaboration, if any, along with following:

   a. A No-Objection Certificate issued by the concerned Embassy in India certifying genuineness of the Foreign University/Institution in the Country of its origin.

   b. A copy of certificate indicating that the applicant Foreign University/institution has been setup/established in the Country of its origin and is approved and accredited by the Government or an agency authorized by the Government of the Country of its origin.

   c. A copy of certificate of registration of the Society/Trust/the Indian Educational Institution under Societies Registration Act and any other similar Act.

   d. A Detailed Project Report (DPR) in the prescribed format, giving details regarding availability of infrastructure facilities, faculty, fee to be charged from students, admission procedure, course curricula, mode of delivery availability of requisite funds for operation for a minimum period of three years, terms and conditions of collaboration between the Foreign University/Institution and the Indian Educational Institution etc.

   e. A Demand Draft for Rs. 5000/- drawn on a Nationalised bank in favour of "The Member Secretary, AICTE", payable at New Delhi.

3. AICTE shall after receiving the application along with DPR, acknowledge the receipt of the application. The proposal shall then be processed internally and any deficiency shall be communicated and additional documents, if any required, shall be asked for.

4. Once the AICTE is convinced that the proposal is complete in all respects, a Standing Committee nominated by the Council comprising three Advisors heading the Bureaus of the Council shall consider the proposal and invite presentation, if warranted.

5. On the recommendations of the Standing Committee, an Expert Committee shall be nominated to visit the institution and assess the compliance of minimum Norms and Standards in respect of infrastructural and instructional facilities to start programmes of technical education and training.
The applicant Foreign Universities/Institutions, whose applications are found to be in order in all respects shall be advised to submit the following for further processing:

a. A Demand Draft for Rs. 50000/- drawn on a Nationalized bank in favour of "The Member Secretary, AICTE", payable at New Delhi towards inspection fees.

b. The Foreign University/Institution shall submit a Refundable Performance Guarantee Fee (RPGF) in the form of a Demand Draft in favour of "The Member Secretary, AICTE" payable at New Delhi for an amount as may be specified from time to time.

The Refundable Performance Guarantee Fee (RPGF) shall be refunded to the concerned Institution after a specified period but could be carried forward in case of any violation of Norms, conditions, and requirements and/or non-performance by the institution and/or complaints against the institution. The Refundable Performance Guarantee Fee (RPGF) shall be kept in the form of FDR. Yearly interest accrued thereon shall be released to the Institution for scholarships/grants to students as per Council’s Guidelines.

6. Based on the recommendations of the Expert Committee, the EC Sub-Committee comprising of the Chairman, Vice Chairman, the Secretary Education (S&HE), Government of India and the Member Secretary (AICTE) would take a decision to issue a Certificate of Registration or otherwise, after considering various factors including the quality of education, overall merit of the proposal, credibility of the Foreign University as well as its Indian Partner intending to start the programmes, fees to be charged, etc.

7. The Registration so granted shall be valid for a specified period during which AICTE may review the progress made and periodically inform the concerned agencies about the results of such a review. After expiry of the said period, the AICTE may extend the registration or withdraw the registration or impose such other conditions for extension, as it may consider appropriate. In the event of malpractices, Registration could be revoked any time.

8. During the period of operation the Institution shall be treated on par with other technical institutions in India and shall be governed by all the Rules, Regulations, Norms and Guidelines of AICTE issued from time to time.

**Conditions for Registration :**

1. Proposal from the Foreign Universities/ Institutions shall be considered under these Regulations provided that they themselves establish operation in India or through collaborative arrangements with either an Indian Institution created through Society/ Trust Act or the relevant Act in India. Only such institutions shall be eligible to enter into collaboration/ partnership/twinning arrangements etc. with Foreign Universities/Institutions as are already in existence and are duly approved by the AICTE. De-novo institutions shall not be eligible. No franchisee system shall be allowed under these Regulations.

2. Accreditation by the authorized agency in parent Country with higher grades where grading is available, shall be the pre-requisite condition for any Foreign University / Institution to start its operation for imparting technical education in India.

3. The Foreign University/ Institution shall furnish an undertaking declaring therein that the degrees/ diplomas awarded to the students in India shall be recognized in the parent Country and shall be treated equivalent to the corresponding degrees/ diplomas awarded by the University/ Institution at home.

4. The educational programmes to be conducted in India by Foreign Universities / Institutions leading to award of degrees, diplomas, shall have the same nomenclature as it exists in their parent Country. There shall not be any distinction in the academic curriculum, mode of delivery, pattern of examination etc. and such degrees and diplomas must be fully recognized in their parent Country.
5. All such Foreign Universities / Institutions which are registered in India for imparting technical education leading to award of degrees and diplomas shall have recognition at par with equivalent Indian degrees, subject to the fulfillment of criteria laid down at Clause 6 below.

6. The proposal from Foreign University seeking equivalence of technical courses/programmes at degree, diploma or post graduate level for mutual recognition of qualifications for the purpose of imparting such courses in India under collaborative arrangements or otherwise shall be considered by AICTE through its Standing Committee on Equivalence comprising of representatives from UGC, AIU and AICTE or such other mechanism as may be decided. In case such equivalence has already been established by AIU or any recognized Government body, the same may be accepted by AICTE for the purpose provided those are not in dispute.

7. It shall be the responsibility of the concerned Foreign University/Institution to provide for and ensure that all facilities are available, the academic requirements are laid down and announced prior to starting of the programmes.

8. Any course / programme which jeopardizes the national interest of the Country shall not be allowed to be offered in India.

9. The fee to be charged and the intake in each course to be offered by a Foreign University/Institution leading to a degree or diploma shall be as prescribed by the AICTE, giving due hearing to the concerned Foreign University/Institution.

10. Educational innovations including experimentation with different modes of delivery by a Foreign University / Institution shall only be allowed provided such a system is well established either in their parent Country or in India.

11. The Foreign University / Institution shall have to declare in advance the detailed guidelines for admission, entry level qualifications, fees of all kinds, the examination and evaluation and there shall not be major deviations with the prescribed procedures in their parent Country, vis-à-vis India.

12. It shall be the responsibility of the concerned Foreign University / Institution offering programmes in India to get their AICTE approved centres, accredited by NBA soon after two batches have passed out from such centres. The study centres/ institutions of collaborating private educational service providers which impart technical education leading to the award of a degree / diploma of a Foreign University shall be considered as a center of the Foreign University / Institution, even though the management may be provided by the Indian educational institution.

13. The Foreign University / Institution shall be bound by the advice of AICTE with regard to admissions, entry qualifications and the conduct of courses / programmes in technical education, as may be communicated to them from time to time.

14. For any dispute arising out of implementation of these regulations, arbitration authority shall be the Secretary, Department of Education in the Central Government of India and the legal jurisdiction shall be the Civil Courts of New Delhi only.

15. AICTE may prescribe any other condition for registration, if it is expedient to do so in the overall interest of the technical education system in the Country.

16. The Foreign Universities / Institutions already operating in India in various forms shall have to seek fresh approval from AICTE within six months from the date of issuance of this notification or before commencement of ensuing academic session, whichever is earlier and shall be governed by the Regulations and Guidelines of AICTE.

Punitive Measures and Conditions for Withdrawal :

1. If a Foreign University / Institution fails to comply with any of the conditions as contained in the above regulations and/or consistently refrains from taking corrective actions contrary to the advice of the AICTE, the AICTE may after giving reasonable opportunity
to the concerned University/Institution through hearing or after making such inquiry as the Council may consider necessary, withdraw the registration granted to such University / Institution to offer their degrees, diplomas in India and forbid such Foreign University / Institution to either open Centres or enter into any collaborative arrangement with any University / Institution in India.

2. The AICTE shall also inform the concerned agencies including Ministry of External Affairs, Ministry of Home Affairs, RBI of such decisions and advise these agencies to take any or all of the following measures:
   a. Refusal / withdrawal for grant of visa to employees/teachers of the said Foreign University / Institution.
   b. Stop repatriation of funds from India to home Country.
   c. Informing the public about the withdrawal of the Registration of such Foreign University/Institution and the consequences thereof .

3. In case it comes to the notice of the Council, that a Foreign University is running diploma or/and degree at undergraduate, postgraduate and research level in technical education in India directly or in collaboration with an Indian partner without obtaining a certificate of registration, Council shall take immediate steps to initiate action under the Indian Penal Code for Criminal breach of trust, misconduct, fraud & cheating and under other relevant Indian Laws.

   **Withdrawal** : Once the registration of a Foreign University/Institution is withdrawn, the Council shall make attempts in co-ordination with concerned State Govt. to re-allocate the students enrolled into such programmes to other approved institutions of the Council. The Foreign University/Institution in such cases, shall have to return the entire fee collected from such students to the allotted institutions in which such students are accommodated. Such Foreign Institutions shall not be allowed to open any other Centre/Institution or enter into a collaborative arrangement in India.

   **Annual Reports** : The Foreign University / Institution shall submit an annual report giving details of the number of students admitted, programmes conducted, total fee collected, amount transferred to parent Country, investment made, number of students awarded degree, diploma and any such information that AICTE may ask for.

   **Inspection** : AICTE may cause an inspection, whenever necessary, with or without prior notice, to assess the infrastructural and other facilities available and/or to verify the compliance of conditions, norms, standards etc. prescribed by the AICTE from time to time.

   **Interpretation** : If any question arises as to the interpretation of these Regulations the same shall be decided by the AICTE.

The AICTE shall have power to issue any clarifications to remove any doubt, which may arise in regard to implementation of these Regulations.

The Regulations shall be subject to suitable review in the light of the recommendations of the C.N.R. Rao Committee set up by the Ministry of Human Resource Development on this subject.