Chapter IV
History and growth of AICTE (Role of AICTE)

4.1 Background
4.2 Objectives
4.3 Growth of Management institutes in India
4.4 Researcher’s comments and Observations
4.1 Background

The journey of formal Technical Education in India can be traced back to the mid 20th century. With the establishment of the Indian Universities Commission in 1902, issue of the Indian Education policy resolution in 1904 and the Governor General’s policy statement of 1913, a milestone was achieved that laid the foundations for Technical Education, the establishment of II Sc. in Bangalore, Institution for Sugar, Textile and Leather Technology in Kanpur, N.C.E. in Bengal in 1905 and Industrial schools in several provinces.

It was spurt in industrial growth that a sudden demand for qualified professionals in other fields, such as Business Management, Architecture, Hotel Management, and many others increased. The Government of India decided in 1954 to set up a Board of Management Studies under AICTE to formulate standards and promote programs for Technical Education.

The first three Five Year Plans were devoted to expansion of Technical Education to meet the growing demand for technical personnel at Diploma, Degree and Post-Graduate Levels. From the fourth Five Year Plan onwards, the emphasis was shifted to the improvement of quality and standard of Technical Education.

In the eighties, the policy became more friendly which led to many of Private and Voluntary Organizations setting up of Technical and Management Institutions on self-financing basis. This caused surprised expansion of the Technical Education System, a trend which had continued during successive Five Year Plans.

Growth of Technical Education

The growth of Technical Education before independence in the Country has been very slow. Then number of Engineering Colleges and Polytechnics (including Pharmacy and Architecture Institutions) in 1947 was 44 and 43 respectively with an intake capacity of 3200 and 3400 respectively. Due to efforts and initiatives taken during successive Five Year Plans and particularly due to policy changes in the eighties to allow participation of
Private and Voluntary Organizations in the setting up of Technical Institutions on self-financing basis, the growth of Technical Education has been phenomenal.

With the sudden sprouting of many technical and management colleges, AICTE was given statutory powers by the AICTE Act of Parliament in 1987, with a view to ensure the proper planning and coordinated development of Technical Education System throughout the Country and control any ad hoc treatment of education.

1. The All India Council for Technical Education (AICTE) is a body that was created in 1945 for the systematic planning and organized development of the technical education system in the country. After independence, AICTE Act came into existence from 28th March 1988.

2. All India Council for Technical AICTE is basically responsible for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education throughout the country. (1)

4.2 Objectives

1. To ensure new institutes are in line with the policy and new as well as old institutes improve.

2. To help Institutions in preparing professionals (who are competent) like engineers, pharmacists, managers, architects or scientists and encourage them to think beyond the curriculum while imparting training for the advancement of knowledge.

3. To ensure approvals are done periodically in a transparent way.

4. To make the approval process easier simpler and uniform.

5. To emphasis on e-governance to ensure transparency, accountability,

6. To Implement a tech-savvy approach to enable faster processing.

7. To define clearly the infrastructural and qualification norms in Institutions.

8. To foster a technical education system which is on par with the best Institutions in the world, AICTE would strive to be a true facilitator.
4.3 Growth of Management institutes in India

Table 4.3.1 Number of PGDM Institutes and Number of MBA Institutes as on 2012-13

<table>
<thead>
<tr>
<th>Number of PGDM Institutes</th>
<th>283</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of MBA Institutes</td>
<td>2450</td>
</tr>
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</table>

Table 4.3.2 Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake Capacity</th>
<th>No. of Management Inst.</th>
</tr>
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<tbody>
<tr>
<td>2005-06</td>
<td>80464</td>
<td>1052</td>
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<tr>
<td>2006-07</td>
<td>94704</td>
<td>1132</td>
</tr>
<tr>
<td>2007-08</td>
<td>121867</td>
<td>1149</td>
</tr>
<tr>
<td>2008-09</td>
<td>149555</td>
<td>1523</td>
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<td>2009-10</td>
<td>179561</td>
<td>1940</td>
</tr>
<tr>
<td>2010-11</td>
<td>277811</td>
<td>2262</td>
</tr>
<tr>
<td>2011-12</td>
<td>352571</td>
<td>2385</td>
</tr>
<tr>
<td>2012-13</td>
<td>385008</td>
<td>2450</td>
</tr>
</tbody>
</table>
Interpretation: -
Table shows that Intake capacity has increased five times in 2013, as compared with intake capacity in 2005. Management Institutes have multiplied 2.5 times compared with number of management Institutes in 2005.

4.4 Researcher’s comments and Observations
1. Pre AICTE situation in management education and Institutes was not very satisfactory.
2. Private players used to run management shops without any written rules.
3. Management education was monopoly of few chosen Institutes and people with political Background.
4. It was not available to all, especially for downtrodden people in society.
5. Huge donations were taken and quality of infrastructure of institutes was very poor.
6. Teacher’s quality also was not very satisfactory.
7. Syllabus was old and outdated.

**Existence of AICTE has changed.**
1. Quality of infrastructure and faculty has improved.
2. Management education is made available to all, especially to poor class of the society.
3. Syllabus is changed regularly.
4. There is one place where all information is available.
5. Management shops are closed.

**Conclusions:**
Research student feels that Only Quality Institutes will survive in coming future. AICTE only defines the boundaries of operation for an institute by laying down specifications and rules for infrastructure, working conditions and qualifications. It is based on the assumption that if these boundaries are maintained then quality would be improved.

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**References:**
1. Page no.33 & 34, 4.1 Background, Growth of Technical Education
   A paper prepared in October 2003 for an autonomous All India Management Council for Promoting & Regulating Qualitative Growth of Management Education in India and [www.aicte.india.org](http://www.aicte.india.org)
2. Page no.35 Table 4.3.2 Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years in India
   [www.aicte.ernet.in](http://www.aicte.ernet.in) Number of PGDM Institutes and Number of MBA Institutes as on 2012-13 and Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years in India