CHAPTER – 1

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1.1 BACKGROUND

Good management leads to optimal utilization of resources both material and human. Unfortunately, today world management system is suffering from such inadequacies that may easily be regarded as prime examples of management failure; they need to be re-examined with the hope and intention of finding a way as to how best the shape of society can be changed, through changes in managerial knowledge, attitudes and action brought about by changes in the direction and emphasis of management education. We need have to move from growth per se to responsible growth across countries, communities and corporate. We hope the new concepts of management that will surely emerge will insist on change in the way our corporate and government are working to cater to the needs of the world society and reduce the gap between the rich and those who d not even afford adequate food, clothing and shelter to live.

Management specialists have to perform not only the task of providing goods and services in the most efficient manner to society as it exists, but also work to create a new global society which is more responsible, equitable and sustainable. The challenge, then, is how to bring about a new world order and hope that a changed management education system will be able to play a major role in bringing this about. Management education urgently needs to focus on development and growth with humane face. As far as India is concerned a number of technological and management institutions have been established which have made a significant contribution in producing a large reservoir of technically trained manpower. All these institutions contribute to a rapid accumulation of specialized human capital and India can claim to produce the third largest reservoir of scientific and technical manpower in the world (Tilak, J.B.G. 1996). But, what is important is that along with the quantity of manpower, the emphasis must be on the quality of education which ultimately cater to the need of the people who are deprived of minimum needs of life and create an environment of just and equitable sharing of resources. The greatest responsibility to
this effect lies on the young shoulders of management graduates who are our future managers. Therefore evaluating the effectiveness of prevailing management education system in India is of utmost significance to us. The present study is an Endeavour in this direction.

This chapter gives a detailed introduction of Management education as regulated by AICTE (All India Council for Technical Education) in India; however a brief introduction of higher and technical education is also discussed.

1.2 CHAPTER SCHEME

The present study is divided in five chapters covering various aspects including:

1. Introduction: need of the study, objectives of the study, evolution of technical education and major initiatives in technical education by the Government etc
2. Review of Literature
3. Data presentation and analysis
4. Findings, Conclusions and Recommendations
   Bibliography & Appendix

1.3 NEED OF THE STUDY

Today is the era of globalization. The businesses are no more restricted to the boundaries of a single country or region. So the technical expertise should be capable to meet the growing needs of the various sectors of the economy. Hence, the management education is required to be at the global level. Through this study, an attempt is made to examine whether there is a positive growth in the field of management education or not. The study makes recommendations to fill the identified gaps.

Bureaucratic barriers always pose a threat to the comprehensive development of any sector or division. With the help of this study, various such problems and challenges which are required to be removed are identified and highlighted. And the required actions are proposed.

The study is aimed to cater to the growing needs of the business or industry; the most appropriate way seems to be the increased industry-institute interface. This study identifies problems and recommends the steps to be taken to improve prospects of the
management education in general and of the north western states of Delhi and Haryana in India in particular.

1.4 OBJECTIVES OF THE STUDY

Objectives of a research study can be divided into two parts-

1. Primary objectives
2. Secondary objectives

Primary objectives are the main objectives which form the very basis of a research study. Secondary objectives are supportive, supplementary or sub objectives to the accomplishment of the primary objectives. Following are the primary objectives set to be achieved with the help of this study:

1. To examine effectiveness of AICTE in managing institutions of technical education conducting management programmes,

2. To study the perception of stake holders (students, parents, faculty, promoters, state governments and affiliating universities of private MBA (Master of Business Administration) institutions and AICTE) about AICTE.

3. To make recommendations for the effective management of MBA institutions by AICTE in the light of the perception of stakeholders about AICTE.

4. To know the opinion of stake holders on formation of the proposed National Commission for Higher Education and Research (NCHER).

Secondary objectives derived from the primary objectives in this study are:

- To make recommendation on Employability of management graduate students.
- To make recommendation on faculty development.

1.5 EVOLUTION OF EDUCATION IN INDIA

1.5.1 Education in Ancient India1:

The Indian education system can be traced to the Vedic period (prehistoric period to 1000 BC) and the Epic period (1000 – 800 BC). Common educational institutions in those days were the ashrams and hermitages of Acharyas and Kulgurus. Besides the

1 Technical Education In Independent India 1947-1997, AICTE 1999
Vedas, politics, economics, ethics, etc., technical education and science of warfare were also important subjects.

1.5.2 Education in Medieval India:

The educational system of ashrams during the Epic period slowly developed into three types of institutions: the Gruukula schools, Temple college and the Agrahara village institutions. South India with its profusion of temples led the way in the development of Temple colleges in the medieval times. An educational centre of great fame developed about the same time at Taxila in North-west India, now in Pakistan near Rawalpindi). Taxila was swept away by the Huns in the fifth century AD).

1.5.3 Evolution of University Education:

The expression ‘studium generale’ was used to indicate what is now understood by ‘university’, to be designated a ‘studium generale, the organization must form an assembly of many teachers and students. The oldest ‘studium generale’ in Europe date from the beginning of the 12th century – Bologna, Reggio, Montpellier, Paris and Oxford. The word ‘university’ comes from the Latin ‘universitas’, the term for corporation or guide in Middle Ages it was used in medieval Europe as a collective noun to indicate the association of men, including businessmen, teachers, students, scholars and so on.

In India, the Buddhists developed similar ‘studium generale’ or university institutions several centuries before their appearance in Europe. The starting point may be traced to the emergence of Buddhist ‘Viharas’ as places of residence for monks.

Buddhist monastic institutions were destined to develop as universities, of which the best examples were set by Nalanda, Vallabhi, Vikramshila, Odantapuri, Jagaddala, Ranchi and several others. However, these institutions slowly disappeared due to the decay of Buddhism and the revival of Brahminism.)

Nalanda was originally a seat of Brahmanic learning, by the miiddle of the same century, it rose as a Buddhist University. The site of this university was 40 miles south-west of Patna. Mithila was known from the time of Upaanishada as a stronghold

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2 Technical Education in Independent India 1947-1997, AICTE 1999
3 Technical Education in Independent India 1947-1997, AICTE 1999
of Brahmanical culture. This was the first ancient India University to have introduced the system of ‘Graduate Examination’ for declaring a student as having completed his study. With the onset of Muhammadan power in India, ‘madarassas’ maktabs’ were opened to provide higher education.

In July 1854, the Court of Directors of the East India Company sent a dispatch of the Governor General of India in Council suggesting the establishment of the Universities of Calcutta, Madras and Bombay. In pursuance of the dispatch, these universities were founded in 1857. In 1902, India Universities Commission was appointed under the Chairmanship of Dr. T. Raleigh. The National Council of Education established the Nengal National College in 1906 as a model institution with Sri Aurobindo Ghosh as its first Principal. It had four departments – literary, scientific, technical and commercial.

The establishment of Banaras Hindu University in 1916, with the ambitious and comprehensive plan to provide one-campus education in all branches of knowledge was a landmark in educational enterprise through public effort.

1.6 MEANING OF TECHNICAL EDUCATION

As per AICTE Act, 1987 “technical education” means programmes of education, research and training in engineering, technology, architecture, town planning, management, pharmacy and applied arts and crafts and such other programme or areas as the Central Government may, in consultation with the Council, by notification in the Official Gazette, declare.

1.6.1 Reasons for including management under the definition of technical education when the public opinion is for excluding it

The Management Education curriculum for PG (Post Graduate) programmes includes technical components like operation research, statistics, quality management and control and industrial Engineering, information technology and e-governance modules. Engineering & Technology is vast & myriad applied field for research, design, development & commercial application. It is felt necessary for Engineers & Technocrats to have associated traits of management of the technological resources,

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4 The AICTE Act, 1987 (No. 52 of 1987)
so that men, machine, material, money are managed in an optimal manner. This is why engineering degree with complimentary post graduation in management has become the most sought after combination.

Close intrinsic interrelationship between management and engineering, particularly now that economic development is being driven more and more by technology and it successful management, would argue for keeping engineering and management education under the same umbrella. Management education should, therefore, remain part of the AICTE and a separate Management Council is not desirable. In practice there is high degree of correlation between engineering and management education. It is fact that majority of the engineering students are opting for management education. World wide, there is paradigm shift of engineering education i.e. from merely engineering disciplines (i.e. narrow based) to the combination of engineering & management disciplines (i.e. broad based).

National curriculum framework has also highlighted that 25 to 30% components in engineering course should be management and humanities. Further the MBA course (PG qualification) is imparted to the professionals working in industry as a three year part time course. The AICTE has a statutory All India Board of management studies (AIB–MS) to deal exclusively with management education. The industry association like FICCI, AIMA and CII are also members of the AIB–MS Board.

1.7 HISTORICAL DEVELOPMENTS IN TECHNICAL EDUCATION

It can be said that technical education saw its beginning in the industrial revolution of the 18th century. Technical education in India has its beginning in 1794 with the establishment of a Survey School at Madras. The first degree level engineering college was Thomason Civil Engineering College, Roorkee established in 1847 and which then became the prestigious University of Roorkee (currently, Indian Institute of Technology Roorkee).

In 1909, the prestigious Indian Institute of Science, Bangalore was established by Sri Jamshedji Tata. In 1917, the Banaras Hindu University started degree courses in Electrical and Mechanical Engineering. In 1929, Annamalai University was

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5 Revitalizing Technical Education MHRD Govt. of India, Sep. 2003
established and in 1939 Delhi polytechnic was started which later came to be known as Delhi College of Engineering. AICTE appointed the Sarkar Committee in the same year which recommended the establishment of four national institutes of very high standards viz. the IITs at Bombay Calcutta, Kanpur and Madras.

1.8 STRUCTURE OF TECHNICAL EDUCATION IN INDIA

The technical education system in the country can be broadly classified into following categories – Central Government funded institutions, State Government-funded institutions, Universities and Deemed-to-be Universities & Self-financed institutions.

The structure of technical education system consists of several sub-systems, such as the Central and State Governments; All India Council for Technical Education; Professional Bodies such as Council of Architecture, Pharmacy Council of India; the technical institutions including and the Management Committees of individual institutions.

1.8.1 Structure at the Central Government Level

There are three main agencies, which control technical education at the national level. These are: the Bureau of Technical Education (BTE) in the Ministry of Human Resource Development (MHRD), the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and Technical Institutions.

1.8.2 Bureau of Technical Education (BTE), MHRD

BTE undertakes the processing, monitoring and evaluation of Centrally funded Institutes such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and processes foreign assistance programmes, custom duty exemption and reservation of seats for Indian and foreign students. The BTE also has a World Bank Project Cell.

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6 Technical Education In Independent India 1947-1997, AICTE 1999
7 Annual Report 2009-2010, MHRD
The Centrally funded institution of technical and science education are as under:

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Others(9) include: School of Planning & Architecture (SPAs)-/3, Indian School of Mines (ISM), North-East Regional Institute of Science & Technology (NERIST), National Institute of Industrial Engineering (NITIE), National Institute of Foundry & Forge Technology (NIFFT), Sant Longowal Institute of Engineering & Technology (SLIET), Central Institute of Technology (CIT). Besides the above, there are four Boards of Apprenticeship Training (BOATs). The Central Government is also implementing the following schemes/programmes:

i. Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank.


There is one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed.CIL) under the Ministry.

**1.8.3 University Grants Commission (UGC)**

The UGC was established in 1956 as a statutory body which is required to regulate academic standards in higher education: It allocates and disburses grants to develop the academic and research programmes in the universities.

**1.8.4 Structure at the State Government Level**

At the State government level, two agencies which control technical education are: the Directorates of Technical Education, and the State Board of Technical Education.
The following are the duties and responsibilities of the Directorate of Technical Education:

- Planning for overall development of Technical Education in the state.
- Manpower forecast.
- Curriculum design and preparation of resource materials.
- Starting new institutions/programmes with the approval of the AICTE/University.
- Admission to courses through Entrance Test, or otherwise.

1.8.5 Universities and Deemed-to-be Universities Imparting Technical Education

The largest number of universities in India belong to the affiliating and teaching type, in which university departments impart instructions at the postgraduate level and undertake research. These universities have a large number of degree colleges affiliated to them for imparting undergraduate education. Some colleges also have postgraduate teaching and research. One of the main tasks of such universities is to oversee the academic standards of the affiliated colleges.

1.9 EVOLUTION OF MANAGEMENT EDUCATION

Management education as a separate discipline “emerged in 1881, when Wharton School of Finance and Commerce came into existence at the University of Pennsylvania, USA. It took another 17 years for the next two schools to be established at the Universities of California and Chicago. The Harvard Business School started operating in 1908. Thereafter, the growth of business schools was rapid and by 1925, there were some 118 business schools in the USA. Management education continued to thrive and expand in the U.S.A. in isolation for about 70 years before its start in any other country. It evolved primarily from the point of developing professional management in business organizations, and hence the degree was titled as Master of Business Administration (MBA).

Management education in Europe started only late 1950s. Formal management education in Japan started only recently in 1970s.

1.9.1 Formation of the All India Board of Studies in Management

The All India Council for Technical Education formed an Expert Committee to examine the possibility of starting management courses in universities and other
educational institutions in early 1950s. The Committee recommended the commencement of postgraduate diploma courses in industrial administration and business management mostly on a part-time basis for sponsored junior executives. The Committee further recommended that a Board of Management Studies be set up to formulate a scheme for management studies, and also that an Administrative Staff College patterned on the lines of Administrative Staff College at Henley in England, as well as a National Institute of Management, be established as a joint and cooperative enterprise of Government, Industry, Commerce and the general public. In pursuance of these recommendations, the All India Board of Studies in Management was set up in 1953, with membership fully representative of all interests concerned. With this step, important developments followed in management education in India.

The Board suggested that there should be three distinct types of courses: Business Management, Industrial Administration and General Management.

The Board also selected the institutions to conduct the courses. The Delhi School of Economics in Delhi University, Bombay University, the Indian Institute of Social Welfare and Business Management (Calcutta University), and Madras University were selected as centers for conducting courses in Business Management. The Indian Institute of Technology, Kharagpur, the Indian Institute of Science, Bangalore, and the Victoria Jubilee Technical Institute, Bombay, were chosen for the course in Industrial Management.

Following the formation of All India Board of Studies in Management in 1953, and the guidelines provided by them, Indian Institute of Social Welfare and Business Management, Calcutta, commenced the Postgraduate Diploma in Management (PGDM) in 1954. This was quickly followed by four universities, namely, Andhra, Bombay, Delhi and Madras.

India took a lead in the management education, with the Indian Institute of Social Welfare and Business Management, Calcutta offering postgraduate diploma in it in 1954 itself.

**1.9.2 Administrative Staff College of India, Hyderabad**

Based upon the recommendation of AICTE, the Administrative Staff College of India, Hyderabad was established in 1956 as a joint and cooperative enterprise of
Government of India and Private Industries & Commerce as an autonomous non-profit institution. The institute conducts exclusive programmes for Indian Administrative Service and Indian Police Service officers, leaders in industry and government and other public institutions

1.9.3 Growth of Indian Institutes of Management (IIMs) and other institutions

It was the 60s that marked the emergence of India a major centre of management education.

In 1959, the Planning Commission, Government of India, invited Prof. George W. Robbins, Associate Dean, Graduate School of Business Administration, University of California and Consultant to Ford Foundation to advise on the establishment of an All India Institute of Management Studies. Based on Robbins Report, it was decided to establish two IIMs, one at Calcutta and the other at Ahmedabad. IIM, Calcutta was set up in 1961 in collaboration with Alfred R Sloan School of Management, MIT, and IIM, Ahmedabad in 1962, in collaboration with Harvard Business School. The IIMs were set up as autonomous institutions under the Central Government as collaborative enterprises of the central government, the concerned state government and the business industry. The IIMs were kept out of the conventional university system to provide flexibility in responding to changes in the business environment. The diplomas awarded by the IIMs are recognized as equivalent to university degrees and are highly rated.

The establishment of the management division at the Xavier Labour Relations Institute (XLRI) in 1966, and the offering of full-time MBA programmes by Delhi and Bombay Universities, marked a watershed in the management education system in the country. It is interesting to note that IIMC and IIMA came into being well before the establishment of the London and the Manchester Schools of Business in UK.

With the establishment of IIMs and some of the university departments of management, the role of management education in professionalising Indian management and providing qualified and competent managerial manpower for the corporate sector in the country was recognized by business, industry and the government. While the model of management education adopted in the country was
basically American it was by and large adapted, strengthened, and acculturized to Indian conditions.

The major developments in the 70s included the establishment of Indian Institute of Management, Bangalore (IIBM) in October 1 973. The IIBM was founded with a different perspective and mission with a high public sector orientation and a special commitment to public systems, a natural development in a public-sector oriented economy of that period.

Another unique attempt at professionalising rural management was made by setting up the dedicated Rural Management Institute at Anand (IRMA), largely due to the drive and perseverance of Dr. V. Kurien and his team. The 70s saw a steady quantitative growth, the number of management schools reaching about 55 by the end of the decade.

In 1979, Government of India appointed a Review Committee with H.R Nanda as Chairman. The Nanda Committee reported that the three IIMs had generally met the objectives with which they were set up and that the IIMs had contributed significantly to the advancement and development of management education in the country. The Committee also recommended the establishment of two more IIMs. Consequently, the fourth IIM commenced functioning at Lucknow from 1984. Subsequently, the government decided to set up two more IIMs, one each at Calicut in 1 997 and at Indore in 1998. Admission to IIMs is done through the Combined Admission Test (CAT).

During XIth Five Year Plan, one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIIM), Shillong has been established in Shillong (Meghalaya) which has commenced its first academic session from 2008-2009 and the remaining six IIMs will be set up in the States of Tamil Nadu, Jharkhand, Chhattisgarh, Haryana, Uttarakhand and Rajasthan. In the first phase, four IIMs at Raipur (Chhattisgarh), Rohtak (Haryana), Ranchi (Jharkhand) and Tiruchirappalli (Tamil Nadu) would be set up, which would become functional from academic session 2010-11. These are being mentored by older IIMs at Indore, Lucknow, Calcutta, and Bangalore respectively.
The 80s were marked by a steep acceleration in the growth of management schools. Some of the significant developments were as follows:

In Bombay City alone, there were eight such colleges which offered Master of Management Science (MMS) programmes.

- The International Management Institute (IMI) affiliated with IMI, Geneva and McGill University, Canada, was established at the initiative of a retired chief executive of a Multi-National Company, who was also the President of All India Management Association (AIMA) earlier. While XLRI remains as the first and the largest private sector management institution in the country, IMI has the distinction of being the first international business school in India.

- The Association of the Indian Management Schools (AIMS) as the National Forum of Management Schools in the country was formed on August 27, 1988, in Bangalore.

- AICTE, in 1988, accepted a set of revised norms regarding the conduct of MBA/PGDM programmes in the country as recommended by the committee headed by Dr. N.C.B. Nath.

The advent of the 90s saw a quantum jump in the number of management schools, most of them being in the private sector.

1.9.4 Management Education at IITs

The IITs traditionally have a strong focus on Industrial Engineering, Operations Research and Systems, and used to offer MTech programmes in Industrial Engineering and Industrial Management. In 1993, IIT Kharagpur started Vinod Gupta School of Management with a donation of US $ 2 million from the alumnus Vinod Gupta, Chairman, American Business Information Inc. IIT, Delhi started offering MTech (Management & Systems) in 1978 and a separate Department of Management Studies was formed in 1993 to strengthen teaching and research in management.

IIT, Bombay committed a separate School of Management in 1996 and started offering MBA and PhD programmes as well as short-term Management Development Programmes. Hindustan Lever and ICICI contributed Rs. 210 lakh towards the establishment of the School and its programmes.
1.9.5 Management Education in the Universities

Management Education in colleges affiliated to universities started with Calcutta in 1954, quickly followed by four universities, namely, Andhra, Bombay, Delhi and Madras. By 1997, there were about 150 university departments and 340 university affiliated institutes offering Master’s Degree in Business Administration or Management on a two-year full-time and three-year part-time basis.

1.9.6 Self-Financing Management Institutes\(^9\)

In order to meet the growing demand for management education, AICTE permitted from 1993-94 a large number of MBA and PGDBM programmes on self-financing basis. Within four years, over 300 self-financing institutes with an intake of about 20,000 were established in the country. The growth in management education was not uniform throughout the country. The three states, Maharashtra, Tamil Nadu and Andhra Pradesh, accounted for nearly 60% of the full-time seats.

1.9.7 ALL India Management Association

In 1957, the All India Management Association (AIMA) was created as an apex body with the active support of the Government of India. AIMA was intended as a body to pool in management thoughts in the country-a forum to develop national managerial ethos-, an Organization to facilitate the furtherance of the profession and its contribution to society. Today AIMA is recognized for its national stature upheld by a broad base of 56 Local Management Associations and over 12,000 professionals and individual members and over 350 corporate organisations as institutional members. AIMA represented on a number of committees of the Government of India, the Indian Institutes of Management and professional bodies, besides being an active member of the Asian Association of Management Organisations (AAMO), which is the regional body of the World Management Council. The Association maintains close links with a number of professional bodies overseas, like the American Management Association, British Institute of Management and others.

The Centre for Management Education of AIMA with focus on management education activities has become the national centre for competency testing for

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\(^9\) Technical Education In Independent India 1947-1997, AICTE 1999
management professionals. The AIMA Centre for Management Education (AIMA-CME), has been conducting the Post-Graduate Diploma in Management since 1976, which is now conducted nationally and in ten other countries.

1.9.8 Growth of distance education in management

Distance education in management was first started by the School of Management Studies (SOMS) of Indira Gandhi National Open University (IGNOU) in January 1987 with a Diploma in Management (DIM) course. In addition to being graduates, the students were required to have at least 3 years’ managerial / supervisory experience at the time of entry to the programme.

Subsequently, more programmes, such as the Advanced Diploma in Management and Specialized Diplomas in Management (SDM), such as Financial Management, Human Resource Development and Marketing Management, were started in 1988 and 1990, respectively. In 1994, SOMS introduced the Network Model of Management Education titled “MEIDS” (Management Education through Interactive Delivery Systems) using satellite. The IGNOU headquarters at Delhi established an uplink station with one-way video and two-way audio conferencing system; the talk back is provided through long distance telephone and answers to the learners’ questions are provided live. In 1990s, a number of universities started offering correspondence courses in management through their correspondence course institutes. A total of twenty institutes were offering management courses in 1997.

1.10 NATIONAL POLICY ON EDUCATION (NPE) - 1986

The National Policy on Education (NPE- 1986) was approved by Parliament, which interalia, defined government policy in the area of- technical and management education. Its emphasis was on quality improvement, expansion of technical education facilities in new and emerging areas of technology and making technical education accessible to special sectors consisting of rural population, working population, women, handicapped and the other weaker sections of society.

The major programmes that arose out of the policy statements in regard to the stated key areas were identified as follows:

- Strengthening of AICTE and its Boards:
• Emerging areas of technology, continuing education, distance learning, educational technology and teachers’ training;

• Strengthening of State Boards and Directorates of Technical Education;

• Development of Computerized Information System at the Centre and State Directorates of Technical Education with linking among themselves and with lead centre at the Institute of Applied Manpower Research (IAMR) and State level model centres;

• Establishment of National Manpower Information System;

• Evolving long term planning and management perspective of education and its integration with the country’s developmental and manpower needs;

• Decentralization and the creation of a spirit of autonomy for educational institutions;

• Inducting more women in the planning and management of education; and

1.11 SOME KEY ISSUES IN MANAGEMENT EDUCATION\textsuperscript{10}

There has been a massive increase in the capacity of informal sector of professional education and training mainly in the Management and Computer Applications area. Also year 1990 onwards, a number of foreign universities from the English speaking countries have launched their educational programmes in India particularly in Management education sector. Some areas of concern as follows:

1.11.1 Programme Duration

A question that is now vigorously debated at a number of management institutions is whether two years are really needed for a good MBA programme. In Europe, a large number of well-known business schools offer MBA programmes of one year duration. In India, the IMI Programme in International Management is only of one year duration. The prestigious National Management Programme of the Management Development Institute, Gurgaon, is only of fifteen months’ duration. In both these cases, they admit only candidates with a certain amount of relevant practical experience. In the Asian Institute of Management, Manila, experienced candidates go

\textsuperscript{10} Technical Education In Independent India 1947-1997, AICTE 1999
through a one-year programme, while fresh graduates go through a two-year programme, a trend prevalent worldwide:

1.11.2 Need to Internationalize Management Education

As business, industry, manufacturing, technology and money movements get increasingly more internationalized, there is a need for the country to produce internationally oriented and internationally mobile managers. As the Indian business industry sector is moving towards internationalization, the curricula of management education will need suitable modifications to suit the new business environment.

1.11.3 Technology Management

It is important that Indian managers of tomorrow are comfortable not only with the management of in-house R&D and of technology development, but also with the processes of buying, and adapting newer technologies and managing them in the Indian contexts. It is, therefore, necessary that subjects like technology selection, negotiation, technology management and innovation must be among the key elements in the management curriculum. Managing technology in all its aspects is highly emphasized in a large number of European Business Schools.

1.11.4 Entrepreneurship Development

In advanced countries like Japan, small and medium sized industries play a critical role in the national economy. In a small way, this is beginning to take place in India too and a new breed of entrepreneurs are emerging who are contributing increasingly to industrial growth. The management schools have to support this effort and this calls for suitable changes in the MBA curriculum to encourage, facilitate and support this development.

1.11.5 Faculty Shortage

Faculty shortage is perhaps the most serious bottleneck in strengthening the management education system in the country. Management Teachers’ Training Programmes may have to be developed in the future so as to limit and reduce the shortage as soon as possible.

1.11.6 Accreditation

With the explosive growth in the number of Business Schools there is the need to ensure quality in management education.
1.11.7 The PGDM V/S MBA Programme

The IIMs and Institutions such as XLRI, XIM-B, IMI, MDI, Gurgaon, SP Join Institute of Management, T.A. Pai Institute of Management, Goa Institute of Management, IMT, Ghaziabad, and many others got into the PGDM programmes. The PGDM courses have an inherent advantage in flexibility, innovativeness and state-of-the art upgradation of curriculum. This had enabled some of these Institutions’ and a few similar ones to come up fast, in quality, content and acceptability over the past 10 - 20 years. On the other side, many of the University MBA Programmes have suffered without adequate initiative, innovation, industry linkage or even attempts at up dating the curricula, being part of the large university system. However, both the diploma and degree programmes have their strengths and weaknesses.

1.12 ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)\textsuperscript{11}

AICTE was constituted through a resolution passed on November, 30, 1945, to supervise all technical education above the high school stage as an advisory body in all matters relating to technical education. The inaugural meeting of the Council was held in May 1946 at New Delhi under the chairmanship of Sri N.R. Sarkar.

Even though it had no statutory powers, it played a very important role in the development of technical education in the country. It had four regional committees with offices at Chennai, Mumbai, Kanpur and Calcutta. All the new schemes and proposals for starting new institutions/programmes were approved by the corresponding Regional Committee and subsequently vetted by the Council.

The most important recommendation of the Central Advisory Board of Education, which laid the foundation for an all-India co-ordinated and integrated spread and growth of technical education, was for the formation of the central coordinating agency.

There was a large-scale expansion of technical education in the late fifties and early Sixties and again in the eighties. While the expansion in the fifties was done with the approval of the AICTE and the Government of India, the expansion in the eighties

\textsuperscript{11} AICTE Annual Report 2008-09
was localized mostly in the four states of Karnataka, Maharashtra, Tamil Nadu and Andhra Pradesh and was primarily in the self-financing sector without the approval of the AICTE and Government of India. It was in this period National Policy on Education- 1986 made a specific mention of the need to make AICTE a statutory body.

Even earlier, the Education Commission of 1964, popularly known as Kothari Commission after the name of its Chairman, made the recommendation for the proper administration of technical education.

AICTE was set-up as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority 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 in the country.

The Government of India (Ministry of Human Resource Development) also constituted a National Working Groups to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective. Pursuant to the above recommendations of the National Working Group, the AICTE Bill was introduced in both the Houses of Parliament and passed as the AICTE Act No. 52 of 1987. The Act came into force w.e.f. March 28, 1988. The statutory All India Council for Technical Education was established on May 12, 1988 with a view for proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering & Technology, Architecture & Town Planning,
Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

1.12.1 The Organisation

In accordance with the provisions of the AICTE Act (1987), for the first five years after its inception in 1988, the Minister for Human Resource Development, Government of India was the Chairman of the Council. The first full time Chairman was appointed on July 2, 1993 and the Council was reconstituted in March 1994 with a term of three years. The Executive Committee was re-constituted on July 7, 1994 and All India Boards of Studies and Advisory Boards were constituted in 1994-95.

Regional Offices of the Ministry of Human Resource Development, Government of India, located at Kolkata, Chennai, Kanpur and Mumbai were transferred to AICTE and the staff working at these offices were also deputed to the Council on foreign service terms w.e.f. October 1, 1995. These offices functioned as secretariats of Regional Committees in the four regions (East, South, North and West). Three new Regional Committees in southwest, central and northwest regions with their secretariats located at Bangalore, Bhopal and Chandigarh respectively were also established on July 27, 1994. One more Regional Committee in South-Central region with its Secretariat at Hyderabad was notified on March 8, 2007.

The AICTE has its Headquarters in New Delhi and is presently housed in a building located in 7th Floor, Chanderlok Building, Janpath, New Delhi. Three bureaus of the Council are housed in another building at IV floor, East Tower, NBCC Place, Pragati Vihar, New Delhi. The Government of India has allocated 5 acres land in the campus of Jawaharlal Nehru University, New Delhi for constructing the administrative and other buildings of the Council. The AICTE comprises of eight Bureaus, namely, Engineering & Technology (E&T) Bureau, Management & Technology (M&T) Bureau, Quality Assurance (QA) Bureau, Planning and Coordination (PC) Bureau, Research and Institutional Development (RID) Bureau, Academic (Acad.) Bureau, Administration (Admin) Bureau and Finance (Fin) Bureau. Each Bureau is headed by an Adviser/Director, who is assisted by technical and other staff. The multidiscipline technical staff is taken either on deputation or on contract from various Government Departments, University Grants Commission, academic institutions etc. Computers are appropriately provided to each bureau for work. These computers are networked.
through LAN for retrieval and exchange of information. Cleaning and maintenance, security, transport, hospitality and canteen services are provided by external agencies.

1.12.2 Statutory Bodies - Governance of AICTE

Boards and Committees of the AICTE, the Executive Committee, ten All India Boards of Studies, eight Regional Committees are all of statutory nature.

1.12.2.1 The Council

The Council is a 51-member body and has a Chairman, a Vice-Chairman and a Member Secretary with tenure appointments. The Council includes amongst others, representatives of various Departments of the Government of India, the Lok Sabha and the Rajya Sabha, Govt. of States and Union Territories, representatives from the Statutory Boards and Committees of the Council, Professional Bodies and organisations in the fields of concerned areas of technical education and research and also organizations in the field of industry and commerce, etc. The AICTE Act empowers the Council to take all such steps as it may think fit for ensuring coordinated and integrated development of technical education. The Council performs its functions in consultation with State Governments, Universities, State Boards of Technical Education, Professional Bodies and experts etc. Under the provision of Clause 3(4) of the AICTE Act (52 of 1987), the Council was reconstituted on May 6, 2008.

1.12.2.2 The Executive Committee

The Executive Committee is a 21-member body constituted by the Council and discharges such functions as may be assigned to it by the Council. The Executive Committee is chaired by the Chairman of the Council and includes Vice-Chairman of the Council; Secretary to the Government of India; two Chairmen of the Regional Committees of the Council; three Chairmen of the All India Boards of Studies of the Council; one member of the Council representing the Ministry of Finance, Govt. of India; four members of the Council representing States/UTs; four members with expertise and distinction in areas relevant to technical education; Chairman of the University Grants Commission; Director of the Institute of Applied Manpower Research; and Director General of the Indian Council of Agricultural Research. The Member-Secretary of AICTE is also the Member-Secretary of the Executive
Committee. In exercise of the powers conferred by Clause 12(1) of the AICTE Act, 1987, the AICTE had reconstituted the Executive Committee on May 20, 2008.

1.12.2.3 All India Boards of Studies

The All India Board of Studies advise the Executive Committee on academic matters falling in their respective areas of concern including norms and standards, model curricula, model facilities and structure of courses, academic facilities and any other academic matter arising from time to time. The areas of concern, constitution, functions and powers of the Boards of Studies are such as may be provided by the Council through appropriate Regulations. Initially, the AICTE Act provided for the establishment of five Boards of Studies. Later, four more Boards of Studies were added by the Council and subsequently one more Board has been added. Boards of Studies have 10-15 members each and are headed by subject experts of eminence. The Council is assisted by eight statutory Regional Committees covering different geographical regions. These Committees advise and assist the Council in all aspects of planning, promoting and regulating technical education within their respective regions. Each Regional Committee has 15-20 members, headed by an engineer/technologist of eminence.

In pursuance of the powers conferred under Clauses 13(1) and 13(2) of the AICTE Act, the All India Boards of Studies were re-constituted by the Council in September 2006. Nominations of the Chairman and the Members of the Boards are made for a term of three years. During 2008-09 the Council had ten statutory All India Boards advising the Council in their areas of specialization. The names of the various Boards are:

1 Hotel Management and Catering Technology; Information Technology Education; Management Studies; Pharmaceutical Education 5 Post Graduate Education and Research in Engineering & Technology 6 Undergraduate Studies in Engineering and Technology 7 Technician Education 8 Vocational Education 9 Town and Country Planning/10 Architecture.

1.12.2.4 Regional Committees

As per the provisions of the AICTE Act, the Regional Committees advise and assist the Council in all aspects of planning, promoting and regulating technical education within their respective regions.
These Committees are mainly helpful in implementation of Clause 10 (k) of the Act i.e. grant of approvals for new technical institutions and for the introduction of new courses or programmes. According to Clause 14(3) of the AICTE Act, each Regional Committee advises and assists the Council on all aspects of planning, promoting and regulating technical education within their regions.

In pursuance of Clauses 14(1) and 14(2) of the AICTE Act, Regional Committees were constituted by the Council at Kolkata, Chennai, Kanpur and Mumbai on April 18, 1990 and subsequently three more Regional Committees were set up a Bangalore, Bhopal and Chandigarh in the year 1994. One Regional committee was also set up at Hyderabad on March 8, 2007. Each Regional Committee has 15 to 20 members from industry, technical institutions, universities, State/ Central government organizations and professional bodies/ societies working in the area of technical education. The Regional Committees were reconstituted on May 20, 2008.

The jurisdiction of the AICTE Regional Offices is as follows:

<table>
<thead>
<tr>
<th>SI</th>
<th>Region</th>
<th>States/Union Territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Central</td>
<td>Chhattisgarh, Madhya Pradesh and Gujarat</td>
</tr>
<tr>
<td>2</td>
<td>Western</td>
<td>Goa, Maharashtra, Daman &amp; Diu</td>
</tr>
<tr>
<td>3</td>
<td>South-Western</td>
<td>Karnataka, Kerala and Lakshadweep</td>
</tr>
<tr>
<td>4</td>
<td>Eastern</td>
<td>Manipur, Assam, Nagaland, Sikkim, Tripura, Meghalaya, Mizoram, West Bengal, Andaman &amp; Nicobar Islands, Arunachal Pradesh, Orissa and Jharkhand</td>
</tr>
<tr>
<td>5</td>
<td>North-Western</td>
<td>Delhi, Haryana, Himachal Pradesh, Jammu &amp; Kashmir, Punjab, Rajasthan and Chandigarh</td>
</tr>
<tr>
<td>6</td>
<td>Northern</td>
<td>Bihar, Dadra and Nagar Haveli, Uttar Pradesh and Uttaranchal</td>
</tr>
<tr>
<td>7</td>
<td>Southern</td>
<td>Tamil Nadu and Pondicherry</td>
</tr>
<tr>
<td>8</td>
<td>South-Central</td>
<td>Andhra Pradesh</td>
</tr>
</tbody>
</table>
1.12.2.5 National Board of Accreditation

The Clause 10(u) of the AICTE Act specifies the following as one of the functions of the All India Council for Technical Education (AICTE): “Set up a National Board of Accreditation to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendation to it, or to the Council, or to the Commission or to other bodies, regarding recognition or de-recognition of the institution or the programme.”

In pursuance of this function, the All India Council for Technical Education (referred in this report as ‘Council’) has constituted the National Board of Accreditation (referred as ‘NBA’) in September, 1994. The functions of the National Board of Accreditation are:

I. To make recommendations with regard to issues of quality assurance and quality management in technical education in India.

II. To prescribe guidelines, norms and standards for the purpose of accreditation of technical education programmes / institutions.

III. To advise the Executive Committee/Council regarding de-recognition of an institution or a programme based on the evaluation conducted as per the prescribed procedure for the purpose.

IV. To advise and assist the Executive Committee/Council on policies and parameters pertaining to the accreditation process.

V. To advise the Executive Committee/Council on formulation of schemes for Promotion of Qualitative Improvements in Technical Education.

VI. To carry out any other function assigned by the Executive Committee/Council.

The National Board of Accreditation shall make suitable recommendations in the discharge of the above functions to the Executive committee / Council in accordance with the procedure prescribed from time to time. NBA is also concerned with assessing and assuring the quality of the various constituent elements of the educational institutions, such as academic ambience, infrastructure, financial, physical & human resources, supporting systems like library resources, computational
resources, and avenues to mould and develop student’s personality and learning characteristics. Accreditation is a process of quality assurance, whereby a programme in an AICTE approved institution is critically appraised at intervals not exceeding six years to verify that the institution or the programme meets the Norms and Standards prescribed by the NBA from time to time. Accreditation does not seek to replace the system of award of Degrees and Diplomas by the Universities and Boards of Technical Education. But, accreditation provides quality assurance that the academic aims and objectives of the institution are known to be honestly pursued and effectively achieved by the resources currently available, and that the institution has demonstrated capabilities to ensure effectiveness of the educational programme(s), over the validity period of accreditation. The NBA, presently, accredits Post Graduate/Degree/Diploma level programmes offered by an institution rather than the institution itself. A programme securing a score between 650-750 points on a thousand point scale is accredited for a period of 3 years whilst those achieving a score in excess of 750 are accredited for a period of 5 years. Programmes securing less than 650 points are Not Accredited. This is especially important for promoting a healthy competition for quality achievement among the different Degree/Diploma programmes of the same institution, as well as among similar programmes in different institutions. Thus, in a given institution, some programmes may be accredited for five years, while some other may be accredited for three years and some even denied accreditation.

The National Board of Accreditation (NBA) desires to be a signatory to the Accord for ensuring cross border mobility of our Engineering Graduates. The membership of the NBA in Washington accord would facilitate easy exchange of ideas, mobility of engineering students and professionals at international levels. As a part of membership procedure for Washington Accord, National Board of Accrediation (NBA) of AICTE was accorded provisional membership of the Washington Accord in the 8th Biennial Meeting. The signatories to the Washington Accord look forward to working with NBA-AICTE over the next few years, benchmarking best practices, collaborating in accreditation process development, and in establishing the experience required for full membership.
1.12.3 New Approvals Accorded

In accordance with the functions assigned to it under Clause 10(k) of the AICTE Act, the Council grants approvals for starting new technical institutions and for introducing new courses or programmes in already approved institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities.

1.12.4 Faculty Development Programmes

There are several schemes for faculty development, namely, Quality Improvement Programme (QIP), Career Award for Young Teachers (CAYT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, Staff Development Programme, National Doctoral Fellowship, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/ Bodies. Under the Quality Improvement Programme (QIP), faculty members of degree level institutions are given opportunity to upgrade their qualifications to Master’s and Ph.D. levels. Under the Scheme QIP (poly), polytechnic teachers can pursue Master’s degree programmes. Courseware Development and other short term training programmes are also conducted under the QIP Scheme.

In the Emeritus Fellowship scheme, superannuated faculty members are supported for two years to continue research through grant of fellowships and contingency grants. Under the scheme of Visiting Professorship, reputed academicians and technologists provide required expertise to their host institutions. Financial assistance is provided to regular faculty through schemes of Career Award for Young Teachers, Travel Grant and Seminar Grant. The Staff Development Programmes help new teachers to further enhance teaching skills. Professional Societies/Bodies are also provided non-recurring grants for various purposes. The scheme of AICTE-INAE Distinguished Visiting Professorship jointly initiated by the AICTE and the Indian National Academy of Engineering (INAE), helps institutions avail expertise from experienced professionals from industry.

1.12.5 Scheme of National Technical Manpower Information System (NTMIS)

As envisaged in the AICTE Act and in order to ensure planned growth of technical education, the Council operates a scheme of National Technical Manpower Information System (NTMIS) with Institute of Applied Manpower Research (IAMR),
New Delhi as the Lead Center and 20 Nodal Centers setup in various Technical Institutions and other Department s all over the country. The objective of the Scheme is to generate a database and monitor supply and demand of engineering and technical education manpower to ensure planned development of technical education in the country. The objectives assigned to NTMIS include estimation of short-term and long-term demands of various categories of engineering and technical manpower, their supply, identification of anticipated gaps in demand and supply, and assessment of the adequacy of the current enrolment rate in respect of each of the engineering and technical manpower categories. The operation of the on-going scheme was continued during the year 2008-2009 and grants of Rs. 447.98 Lakh were released during the year 2008-2009.

NTMIS scheme is being reviewed for easy retrieval of information and effective use of the data collected for planning of technical education in the country. A committee appointed by the Chairman, AICTE is looking into the scheme and other models of Educational Management Information System (EMIS) to decide upon the future scope of the scheme. The Committee is also looking into the utility of the manpower profile being projected by NTMIS scheme and methods for the effective utilization of NTMIS in the process of prospective planning of technical education in the county vis-à-vis the demand and supply of technically trained professionals in different streams of technical education.

1.12.6 Co-Operation with International Agencies

1.12.6.1 Washington Accord Membership

The Washington Accord, signed in 1989, is an international agreement among bodies responsible for accrediting engineering degree programs. It recognizes the substantial equivalency of programs accredited by those bodies and recommends that graduates of programs accredited by any of the signatory bodies be recognized by the other bodies as having met the academic requirements for entry to the practice of engineering. The signatories as of 2007 are Australia, Canada, Hong Kong, Japan, Ireland, New Zealand, UK, USA, Singapore, South Africa, Taiwan and South Korea. NBA is the only authorized body in the Country entrusted with the task of undertaking accreditation of technical education programmes. On the invitation of Washington Accord a delegation from India attended the 8th Biennial Meeting of the
International Engineering Meetings conducted at Washington DC during 17-22 June, 2007. India was invited to give a presentation on the standards, criteria, policies and procedures of the National Board of Accreditation. Finally, NBA of AICTE was accorded provisional membership of the Washington Accord in the Meeting.

1.12.6.2 Foreign University Registration

In supersession of the Regulations Notified by the Council vide Notification No.F. 37-3/ Legal (vi) 2003, dated 03rd 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, the Council made regulations for regulating entry and operation of Foreign Universities/ Institutions imparting technical education in India. This Regulation known as ‘AICTE Regulations for Entry and Operation of Foreign Universities in India imparting technical education, 2005’ were formulated primarily to check and avoid illegal entry of unscrupulous persons using/misusing the name of Foreign University/ Institution for unlawful gains.

To safeguard the interest of all stakeholders, a public notice was issued in all leading newspapers on 5th May, 2005 directing the foreign universities operating in India to comply with the above regulations. Communications were sent to all India institutions collaborating with foreign universities/ institutions based on media advertisement, directing them to comply with regulations 2005. These regulations were notified in the extraordinary gazette of India on the 25th May, 2005. As on 31.03.2008, 50 proposals received for registration under the Regulations 2005, are under various stages of processing with the Council. Six new proposals were received during the year 2008-2009.

1.12.7 Finance

The All India Council for Technical Education (AICTE) receives Grants-in-Aid from Ministry of Human Resource Development, Government of India towards implementation of its programmes and activities. During the Financial Year 2008-2009, AICTE received Grants to the tune of Rs. 19697.00 Lakh and Rs. Nil under Plan and Non-Plan Heads respectively for AICTE Schemes from the Ministry of Human Resources Development, Government of India. The unspent balance of the
previous year, i.e., 2007-2008 was Rs. 589.95 Lakh and Rs. 3327.02 Lakh for Plan and Non-Plan respectively.

1.12.8 Deemed-To-Be University/Denovo Deemed-To-Be-University

The University Grants Commission refer cases to the Council for advise on conferment of Deemed-to-be-University/Denovo Deemed-to-be-University status. In pursuance of the UGC letters for conferment of deemed to be university status to the institutions in the light of Ministry of Human Resources Development notification no. F. No. 2-1/2006U.3(A), dated 5th April 2006 and as per provisions contained in Section 20(1) of the AICTE Act, a visiting team is sent by AICTE for on the spot assessment of these institutions Accordingly, AICTE forward the expert committee reports and its advice to UGC.

1.12.9 Research and Institutional Development

Through Clauses 10 (c) and 10(d) of the AICTE Act, the Council promotes innovations and research and development in established and new technologies; generation, adoption and adaptation of new technologies to meet developmental requirements of the country and for the overall improvement of educational process. Towards these ends, the Council operates three schemes, namely, Modernization and Removal of Obsolescence (MODROBS), Research Promotion Scheme (RPS) and Nationally Coordinated Projects (NCP). A total of 544 Projects were approved for financial support under MODROBS and RPS schemes during the year 2008-2009 and the Council released a total amount of Rs.3594.07 Lakh. The projects thus sanctioned under the above research schemes are reviewed each year in monitoring meetings to ensure effective implementation of projects and proper utilization of grants.

1.12.9.1 Schemes to supporting Research and Development:

The Council operates the following Schemes for supporting Research and Institutional Development:

i) Modernization and Removal of Obsolescence (MODROBS)
ii) Research Promotion Scheme (RPS)

1.12.9.1.1 Modernization and Removal of Obsolescence (MODROBS)

The main objective of the Scheme of Modernization and Removal of Obsolescence is to provide financial support to institutions to equip their laboratories with modern
equipment/infrastructure acilities, keeping in view rapid advancements in technology. Some of the institutions are also provided funds for replacement of obsolete equipment with modern, state-of-the-art equipment to ensure quality of educational process.

1.12.9.1.2 Research Promotion Scheme (RPS)

RPS aims to create research ambience by promoting research in technical disciplines and innovations in established and emerging technologies; and to generate Masters and Doctoral degree candidates. The three research avenues within RPS are the following:

a) Proof of Concept work - Independent research activity that can lead to growth of knowledge/process in an area and grow into a major project. Funding for such projects would be limited to a one-time grant of Rs.5 - 10 Lakh.

b) Capacity Building for Research - Young faculty (30 years age limit) with grant of Rs.10 – 12 Lakh, is encouraged to carry out research at doctoral level in a reputed institution. The funding can be used for both drawing of salary during leave without pay condition and towards purchase of equipment to carry out research in a novel area.

c) Patentable Technology Development by a group of faculty members, having proven track record, who aim at developing new research facilities, at the parent institution, being motivated mainly by high-end output such as patentable technologies. Funding to such projects would be limited to a one-time grant of Rs.20.00 Lakh.

1.12.9.1.3 Implementation of MODROBS and RPS Schemes

With the view of ensuring effective implementation of these schemes, the Council has set up an Advisory Board, namely the Board of Research Comprising eminent scientists, engineers, technologists, academicians and industrialists. AICTE invites project proposals under the above schemes and provides information through an advertisement and through its official website.
Modrobs

After an initial scrutiny at the Bureau level, the proposals are evaluated by a duly constituted expert committee. Based on the recommendations of the expert committee, the Council approves grant-in-aid under the scheme. During the period 2008-2009, the Council received 723 proposals under the Modernization and Removal of Obsolescence (MODROB) scheme. These proposals were evaluated as per the approved procedure by expert committees duly constituted by the Council. Based on the recommendations of the expert committee, a total of 334 proposals were approved for financial assistance amounting to Rs. 2903.01 Lakh. During the financial year 2008-2009, the Council has released Rs. 1434.19 Lakh under the MODROB scheme. The distribution of projects sanctioned under MODROB scheme during 2008-09 based on the subject area/discipline is:

<table>
<thead>
<tr>
<th>Discipline wise projects sanctioned under MODROBS</th>
<th>No. of Cases</th>
<th>Amount (Rs. in Lakh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture /Civil Engineering</td>
<td>46</td>
<td>383.77</td>
</tr>
<tr>
<td>Biotechnology/Chemical Engg. Computer Sc. &amp;Engg./Information Tech.,</td>
<td>07</td>
<td>52.15</td>
</tr>
<tr>
<td>Electrical, Electronics &amp; Communication Engg.</td>
<td>81</td>
<td>685.65</td>
</tr>
<tr>
<td>Hotel Management, Textile and Others</td>
<td>99</td>
<td>822.85</td>
</tr>
<tr>
<td>Management</td>
<td>29</td>
<td>234.69</td>
</tr>
<tr>
<td>Materials &amp; Metallurgy</td>
<td>04</td>
<td>35.00</td>
</tr>
<tr>
<td>Mechanical Engg.</td>
<td>05</td>
<td>47.50</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>52</td>
<td>513.39</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>334</strong></td>
<td><strong>2903.01</strong></td>
</tr>
</tbody>
</table>
Research Promotion Scheme (RPS):

After an initial scrutiny at the Bureau level, a preliminary evaluation of the proposals is made by expert committee and if recommended, the concerned principal Investigator of the project is invited for presentation of the project proposal before an Expert Committee. During the period 2008-2009, the Council received 410 proposals under Research Promotion Scheme (RPS). These proposals were evaluated as per the approved procedure by the expert committee duly constituted by the Council. Based on the recommendations of the expert committee, a total of 266 proposals were approved for financial assistance amounting to Rs. 2795.33 Lakh and the grants were released.

<table>
<thead>
<tr>
<th>Discipline wise projects sanctioned under MODROBS</th>
<th>No. of Cases</th>
<th>Amount (Rs. in Lakh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology/Chemical Engg.</td>
<td>28</td>
<td>305.56</td>
</tr>
<tr>
<td>Architecture / Civil Engineering</td>
<td>27</td>
<td>254.05</td>
</tr>
<tr>
<td>Electrical, Electronics &amp; Communication Engg.</td>
<td>40</td>
<td>398.55</td>
</tr>
<tr>
<td>Computer Sc. &amp;Engg. / Information Tech.,</td>
<td>29</td>
<td>232.93</td>
</tr>
<tr>
<td>Mechanical Engg.</td>
<td>38</td>
<td>357.39</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>65</td>
<td>892.96</td>
</tr>
<tr>
<td>Management</td>
<td>19</td>
<td>162.39</td>
</tr>
<tr>
<td>Materials &amp; Metallurgy</td>
<td>2</td>
<td>17.80</td>
</tr>
<tr>
<td>Hotel Management, Textile and Others</td>
<td>18</td>
<td>173.70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>266</strong></td>
<td><strong>2795.33</strong></td>
</tr>
</tbody>
</table>
1.12.9.1.4 Nationally Coordinated Project (NCP)

The Nationally Coordinated Project Scheme aims to plan, co-ordinate and execute integrated R&D programmes, involving collaboration between several institutions, industry and user organizations at national level for societal development programmes. More specifically, the research ventures that may be considered within the Nationally Coordinated Project Scheme include the following:

1. The research should be carried out at a national level institution in coordination with participating institutions having proven track record and sufficient expertise in the proposed area.

2. The lead institution must choose a person of eminence having relevant knowledge and expertise in the proposed area of research as the chief coordinator of the project.

3. The project should have financial participation from the participating industry (if any) to the extent possible.

The All India Council for Technical Education supports two categories of Nationally Coordinated Projects for Technical Education.

I. Catering to important issues of national importance

II. Catering to technical education development.

The selected projects under NCP are considered in two phases. In the first phase, a one-time seed grant not exceeding Rs.50,000/- is sanctioned for preparation of Detailed Project Report (DPR) including interaction with the participating industry/industries, letters of intent/the MOU/protocol signed with them etc. The DPRs shall be reviewed by the duly constituted Subject Expert Committee for further release of grant. AICTE provides funds up to Rs.30-40 Lakh for projects catering to issues of national importance and up to Rs.5-10 Lakh for projects catering to technical education development. During the year, 2008- Council received 24 proposals under NCP. These proposals were evaluated 2009, the as per the approved procedure by expert committee duly constituted by the Council. Based on the recommendations of the expert committee, following 12 proposals were sanctioned a one-time seed grant
amounting to Rs. 50,000/- each for the preparation of detailed project report in the year 2008-09

1.12.9.2 Indian National Digital Library In Engineering, Science And Technology (INDEST) Scheme

On the recommendation that ‘shared subscription’ or ‘consortia-based subscription’, using electronic resources through consortia of library is a feasible strategy to increase the access of electronic resources, at a much lower cost, the Ministry of Human Resource Development (MHRD) has set up a ‘consortia-based subscription to electronic resources for technical education system in India’. This is known as the Indian National Digital Library in Engineering, Science and Technology (INDEST) Consortium. Under the INDEST Consortium, MHRD releases funds required for subscription to electronic resources to centrally funded institutions, e.g. IISc, IITs, NITs etc., and the AICTE supports the other Government /Government-aided Institutions and Technical Universities/University Departments having programmes in engineering and technology. Under the Chairmanship of Director IIT, Delhi the Headquarters of INDEST Consortium is located at the IIT, Delhi. Chief Librarian, IIT, Delhi is the National Coordinator.

1.12.10 Staff Development Programme

1.12.10.1 AICTE- INAE (Indian National Academy of Engineering) Distinguished Visiting-Professorship Scheme

AICTE- INAE Distinguished Visiting Professorship Scheme is jointly executed through AICTE– Indian National Academy Engineering (INAE). The scheme envisages promotion of Industry-Institute Interaction by facilitating the dissemination of knowledge through the expertise of experienced and knowledgeable person from industry to integrate rich industrial experience with technical education. The scheme has received very enthusiastic response from industry and engineering institutions over the years.

The AICTE-INAE Distinguished Visiting Professorship Scheme is being executed by INAE by way of signing an MoU between INAE and AICTE. The Distinguished Visiting Professor contributes by delivering series of lectures on the state-of the art of the industry, industrial ambiance and problems etc. The Distinguished Visiting
Professors also deliver 7-8 lecturers per semester. A Distinguished Visiting Professors further help in the project work of the students by way identifying, guiding and evaluating the projects. The project guidance done is either at the host institution or at the industry under the supervision of Distinguished Visiting Professors and the local faculty. Further, the Distinguished Visiting Professors are also expected through their interaction with academic staff to act as a catalyst towards an integrated approach and in curriculum development.

1.12.10.2 Quality Improvement Programme (QIP)

With the objective of upgrading the expertise, qualification and capabilities of the faculty members of degree level technical institutions, the Government of India launched the Quality Improvement Programme (QIP) in 1970, which is now being implemented and monitored by the Council. Since 2001, QIP has also been extended to the teachers of polytechnic institutions approved by AICTE. The major activities under QIP include:

(a) Master’s and Doctoral Degree Programmes

Under this scheme, faculty members of AICTE approved institutions are given an opportunity to upgrade their qualifications. Certain selected institutions offer Master’s and Doctoral Programmes to faculty members selected under these programmes. Participating faculty members are paid scholarships and contingency grant by the Council. During 2008-2009, under the engineering discipline, 217 faculty members were selected for PG course, and 302 were selected for Ph.D. Course.

(b) Short Term Programme

In order to upgrade the knowledge and skills of teachers working in different institutions in the country, AICTE provides financial assistance for organizing short-term training programmes (STTP) in emerging areas of Engineering & Technology and other disciplines through ISTE and major QIP centres.

(c) Curriculum Development

The major QIP Centres are provided assistance to conduct workshops for curriculum development. This leads to Model Curriculum Development, which are used as base
documents by many institutions. During the year 2008-09, under QIP-Non Plan, AICTE has sanctioned and released amount of Rs. 788 Lakh.

List Of QIP Centres in Management
1. Management Development Institute  
   Mehrauli Road, Gurgaon- 122 001. H.R.
2. Indian Institute of Management  
   Lucknow- 226 013. U.P.
3. T.A. Pai Management Institute  
   Manipal- 576 119.
4. Faculty of Management Sciences  
   Banaras Hindu University, Varanasi- 221 005. U.P.
5. Narsee Monjee Institute of Management Studies  
   Vile Parle (west), Mumbai – 400 058. M.S.

1.12.10.2.1 Quality Improvement Programme (POLY)

For pursuing M.E./M.Tech programmes in various disciplines, AICTE has extended the QIP Scheme to polytechnic teachers under the scheme, QIP (Poly). The objective of the Scheme is to strengthen the capacity and competence of the faculty of polytechnics. The aim is also to imbibe in them a culture of research and better teaching capabilities. In this scheme only sponsored teachers from AICTE approved polytechnics are eligible for admission to Master’s Degree Programme. Under QIP (Poly) Scheme, AICTE further provides opportunities to polytechnic teachers for Masters and Ph.D. programmers in some selected technical intuitions in the country.

1.12.10.3 Career Awards for Young Teachers

The purpose of the Scheme is to identify young talented teachers who have established competence in their area of specialization and promote their professional growth by enabling them to devote major component of their time in research and study. The award is for a period of three years and this period is to be devoted to work on a specified project with a teaching load of a minimum of six hours and a maximum of ten hours in parent institution. Thirty Career Awardees were selected and Rs. 138.00 lakh was sanctioned, during the year, 2008-09. The discipline wise distributions of these awards are given below:
<table>
<thead>
<tr>
<th>Distribution of Career Award for Young Teachers Discipline-Wise</th>
<th>No. of Awardees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture / Civil Engineering</td>
<td>03</td>
</tr>
<tr>
<td>Biotechnology/Chemical Engg.</td>
<td>01</td>
</tr>
<tr>
<td>Computer Sc. &amp; Engg. / Information Tech.,</td>
<td>05</td>
</tr>
<tr>
<td>Electrical, Electronics &amp; Communication Engg.</td>
<td>05</td>
</tr>
<tr>
<td>Management</td>
<td>05</td>
</tr>
<tr>
<td>Mechanical Engg.</td>
<td>03</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>05</td>
</tr>
<tr>
<td>Physics</td>
<td>01</td>
</tr>
<tr>
<td>Hotel Mgmt. / Textile &amp; Others</td>
<td>02</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

1.12.10.4 Emeritus Fellowship

The Scheme of Emeritus Fellowship was launched during the year 1994-95. The main objective of the scheme is to utilize the services of meritorious and experienced superannuated professors in technical institutions for institutional development of existing and new emerging institutes, in research and development etc. Eighteen Emeritus Fellowships were awarded and an amount of Rs. 8.80 Lakh was released towards honorarium and contingency expenses under the Emeritus Fellowship scheme during the year 2008-09. Only emeritus fellowship was awarded for management discipline out of total 18 awarded.

1.12.10.5 Seminar Grant

The Scheme of Seminar Grant is designed to promote high standards in technical education by extending opportunities to academicians and working professionals by providing a forum for sharing their knowledge, experiences, innovations and inventions. The scheme provides financial assistance to AICTE approved institutions for organizing Symposia / Conferences / Seminars / Workshops at national and international levels in various fields of technical education. During the year, 441 seminars were offered and supported to different technical institutions in the Country.
During the year, 2008-2009, an amount of Rs.532.08 Lakh was released to various institutions under the Seminar Grant Scheme. Total 78 cases were granted approval for management Discipline out of total 441 cases granted in 2008-09.

1.12.10.6 Travel Grant

The Scheme of Travel Grant extends financial assistance to enable teachers from AICTE approved technical institutions for interaction at international level in Conferences / Seminars / Symposia etc. The assistance provided on reimbursement basis, is in the form of a Travel Grant up to a maximum of 50 percent of the total expenses incurred towards airfare, registration fee and per diem allowance. The Council encourages young male teachers below the age of 35 and women teachers below the age of 40 to attend conferences/workshops by reimbursing the total cost towards travel, per-diem allowance and registration expenses.

209 faculty members of different Technical Institute were offered financial support to attend international workshops / conferences / symposium and an amount of Rs. 28.45 Lakh were released to various grantees under the Travel Grant scheme during the year 2008-09. Total 17 cases were awarded grant for management Discipline out of total 209 cases awarded financial grant in 2008-09.

1.12.10.7 Staff Development Programme

The Scheme is intended to provide opportunities for young teachers employed in AICTE approved technical education institutions for their induction-training and upgradation of their knowledge and skills towards effective teaching and delivery of knowledge to the students. The programme is proposed to cover areas such as Technology Policy, Industrial Policy, new concepts to keep pace with the changing technology, educational technology and communication skills etc. 389 proposals for conducting Staff Development Programmes were approved for an amount of Rs. 1667.06 lakh under the scheme during the year 2008-09. Total 51 cases were awarded grant for management Discipline out of total 389 cases awarded financial grant in 2008-09.

1.12.10.8 National Doctoral Fellowship

The scheme of National Doctoral Fellowship was launched during the year 2003-04. The main objective of the scheme is to attract highly qualified and motivated
candidates to pursue doctoral degree and offer themselves for teaching positions in technical education system. The scheme also provides research support to bright young candidates for pursuing exciting and innovative research in the field of technical education. Under the National Doctoral Fellowship (NDF) Scheme 50 Doctoral Fellowships are offered every year to selected candidates in emerging areas / discipline of Technical Education by AICTE to pursue Doctoral programme. The details of financial grants under the scheme are as under: Scholarship @ Rs. 18,000/- per month per candidate. Contingency grants of Rs. 25,000/- per annum per candidate.

Overhead charges of Rs. 20,000/- per annum per candidate to the host institution i.e. institutions where the candidate is pursuing Ph.D./ Doctoral Programme. During the year 2008-09, 50 selected candidates were offered the Fellowships and Rs. 130.50 Lakh was released to various institutions under the NDF scheme. Total 1 case was awarded grant for management Discipline out of total 50 cases awarded financial grant in 2008-09.

1.12.10.9 Visiting Professorship

The main objective of this scheme is to supplement and provide expertise to teaching and research in those areas in which the host institution does not have expertise. The maximum tenure of a Visiting Professor from within the country is one year, the minimum being less than 3 months. In case of Visiting Professors from outside the country, the duration varies between two weeks to three months. A Visiting Professor from within the country is entitled to a lump sum monthly payment equivalent to 50% of the maximum basic pay of a Professor in AICTE approved pay scales for technical

1.12.10.10 Financial Assistance to Professional Bodies / Societies

The Scheme intends to provide limited non-recurring financial assistance to selected technical professional bodies/societies to enable them to meet expenses towards promotion and development of technical education in their respective professions through various promotional works provided in their by-laws. The scheme aims at encouraging the activities of professional bodies/societies for the benefit of its members and society at large. Proposals received from professional bodies/societies were placed before an Expert Committee, which recommended a total financial assistance of Rs. 78.50 Lakh to 20 professional bodies/societies in 2008-09.
1.12.11 Industry-Institute Interaction

Under clauses 10 (c) and 10 (f) of the AICTE Act, the Council promotes link between technical education system and other relevant systems, including industry and research community. For the purpose, the Council operates various schemes, viz, Industry Institute Partnership Cell (IIPC), Entrepreneurship Development Cell (EDC), and National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC).

1.12.11.1 Scheme of Industry Institute Partnership Cell (IIPC)

The scheme of Industry Institute Partnership Cell (IIPC) is operated by the Council to promote Industry Institute Interaction, that is, between technical institutions and industries. The main objective of this scheme is to establish Institute-Industry Partnership Cells in AICTE approved technical institutes/technical departments of Universities, which will act as liaison centers between industries and various departments of the institutes for mutually beneficial activities. To start with in the first year, the Council provides financial assistance up to a maximum of Rs.5 Lakh as one time nonrecurring grant and Rs.5 Lakh as recurring grant to create Industry Institute Partnership Cells in selected technical institutes. It is envisaged that after 3-5 years these Cells will be self-supporting.

The major objectives of IIPC scheme:

- Maintenance, coordination and promotion of consultancy services.
- Establishment of proper links, coordination with departments, agencies and taking necessary action for promotion of consultancy services.
- Encourage internship programme/student’s fellowship programmes.
- Organize Industry Study Tour Programmes (ISTP) and liaison with concerned industries/industrialists.
- Signing of MOU on behalf of the Institution.
- Generate funds from industry/other agencies for maintenance and development of the cell.
- Assist Industries in obtaining tax incentives from GOI by supporting R&D programmes in the Institution.
- Maintain and distribute funds obtained from consultancy services, assist weak departments in the institutes/universities from the funds generated through consultancy for strengthening of the University/Institute/Department.
- Invite experts from industry to participate in curriculum development and training from time to time in consultation with the Department/Institute/University.

The Council has setup an advisory board namely Board of Industry Institute Interaction (BOIII) with an objective to support the Council in effective implementation of IIPC scheme. The Board consists of eminent scientists, engineers, technologists, academicians and industrialists. During the period 2008-09, the Council received 159 proposals under IIPC scheme. These proposals were evaluated as per the approved procedure by expert committee duly constituted by the Council. Based on the recommendations of the expert committee, the Council has provided financial assistance to establish 70 new cells and an amount of Rs.589.37 Lakh were released under the scheme.

1.12.11.2 National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC)

This scheme is aimed at establishment of national facilities in the frontier areas of engineering and technology in collaboration with industry. The National facilities are expected to provide state-of-the-art experimental and theoretical support to researchers pursuing R&D in the specific area of research. At least 50-60% of the operating time is to be made available to researchers from other Institutions.

Some of the representative activities of the proposed National facility are:
1. To provide sophisticated testing, instrumentation & design facilities to industry in specialized/emerging areas of engineering & technology.
2. To provide necessary expertise & know-how for undertaking R&D projects on a turnkey basis in emerging inter-disciplinary area of relevance to industry.
3. To provide technology incubator facility in the early stages of commercialization of new technologies.

The areas where a national facility is to be set up must be clearly identified by an academic institution/ university in consultation with industry, keeping in mind its own strength with regard to availability of expert manpower and infrastructural facilities.
within the institution. The national facility should be planned to run on a corporate basis to be self-supporting from the resources generated from user organization by providing testing, designing, training, fabrication and R&D services.

Academic institutions proposing to set up a National Facility are required to prepare a Detailed Project Report in consultation with the participating/partner industry/industries. AICTE facilitates this activity by sanctioning a one-time seed grant not exceeding Rs.50,000/-. The application for AICTE seed grant for preparation of DPR must include a brief write-up giving justification for setting up of the National Facility, suitability of the institutions to undertake the work and letters of intent from the partner industry/industries. The financial contribution of partner/participating industry/industries for creating the facility must add up to a minimum of 50% of the estimated total cost (capital & recurring) of NAFETIC. The remaining 50% of the estimated total cost of NAFETIC is provided by AICTE on approval of the proposal. The facility is required to become self-supporting after a five-year transition period.

The participating industry/industries will be entitled to avail various facilities services established at NAFETIC on priority and at concessional rates of payment. The rate of payment may be based on a percentage discount on the financial contribution made towards capital cost of the national facility and/or the profit share earned by NAFETIC at mutually agreed rates indicated in the approved MOU. The upper limit of funding (from AICTE) through this scheme is Rs. 50 Lakh.

During the period 2008-09, the Council received 11 proposals under NAFETIC scheme and 7 proposals were selected for the grant of Seed Money and Rs. 2.80 Lakh was released as seed money. But no final selection meeting was held during the year 2008-2009.

1.12.11.3 Entrepreneurship Development Cell (EDC)

This Scheme was launched with a view to encourage students in AICTE approved Polytechnics and Degree Technical institutions to consider self-employment as a career option, provide training in entrepreneurship through modular courses and increase the relevance of management particularly in the non-corporate and under-managed sectors.
The objectives of the Scheme are as follows:

1. To create an environment for self-employment and entrepreneurship development through formal and non-formal programmes.
2. To introduce the concept of entrepreneurship in curricula at diploma and degree levels.
3. To develop management personnel at appropriate levels for the non-corporate and un-organized sectors like education, rural development, small-scale industry etc.
4. To utilize the infrastructure facilities and technically trained manpower for development of non-corporate and unorganized sectors.
5. To promote employment opportunities.

With a view to fulfill the above needs, Entrepreneurship Development Cells have been established by AICTE in various institutions and universities. The activities that are visualized at the EDCs include Entrepreneurship Development/Awareness Programmes, Continuing Education, Skill Development Programmes, Quality Assurance, Support Facility for Entrepreneurship as a career option, Curricula Input on establishment of an enterprise & its management, Solutions for small business management & entrepreneurs and training & retraining of entrepreneurs.

During the period 2008-2009, the Council received 186 proposals under EDC scheme. These proposals were evaluated as per the approved procedure by expert committee duly constituted by the Council. Based on the recommendations of the expert committee, 90 new Entrepreneurship Development Cells were set up and an amount of Rs.703.51 Lakh were released under the EDC scheme.

1.12.12 Finance

1.12.12.1 Allocation

1.12.12.1.1 Plan Allocation

The Grants released by Ministry of Human Resource Development (MHRD) during the Financial Year 2008-2009 was Rs. 19697.00 Lakh for AICTE Schemes. An amount of Rs. 589.95 Lakh was the unspent balance of the previous year and the miscellaneous receipts during the Financial Year 2008-2009 amounted to Rs. 1466.51 Lakh.
1.12.12.2 Non-Plan Allocation

An amount of Rs. Nil was received from the MHRD as Non-Plan Grants during the Financial Year 2008-2009 for AICTE Schemes. There was Rs. 3327.02 Lakh as unspent balance of the previous Financial Year (2007-2008) and miscellaneous receipts amounted to Rs. 7369.11 Lakh during the Financial Year 2008-2009.

1.12.12.2 Expenditure

Major head wise expenditure incurred during the Financial Year 2008-2009 was as follows (Figure In Rupees):

A. PLAN

Career Awards 31288290.00
Emeritus Fellowship 3355195.00
Early Faculty Induction Programme 476365.00
Entrepreneurship & Management Programme (EDC) 16059000.00
Industry Institute Interaction Partnership Programme (IIPC) 14035000.00
Modernisation and Removal of Obsolescence (MODROB) 370357500.00
Networking of Technical Institute 33101000.00
Assistance to Professional Bodies 8100000.00
PG Courses & Research Work 779289178.00
Research Promotional Scheme (RPS) 334541500.00
Staff Development Programme (SDP) 112210458.00
Seminar Grants 34008418.00
Travel Grants to Faculties 4579430.00
Visiting Professorship 134400.00
National Doctoral Fellowship (NDF) 26060454.00
National Co-ordinated Projects 29820000.00
NAFETIC 280000.00
Reduction in Reg. Imbalance 234011300.00
AICTE Headquarters and Regional Committees 6317516.00

Total 2038025004.00
B. NON-PLAN

<table>
<thead>
<tr>
<th>Head of Accounts/AICTE Schemes</th>
<th>Expenditure (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Tech Manpower Info System (NTMIS)</td>
<td>44798000.00</td>
</tr>
<tr>
<td>Quality Improvement Programme (QIP)</td>
<td>78864682.00</td>
</tr>
<tr>
<td>AICTE Headquarters and Regional Committees</td>
<td>344138962.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>467801644.25</strong></td>
</tr>
</tbody>
</table>

1.12.13 Powers and Functions of The Council

Section 10.(1): it shall be the duty of the Council to take all such steps as it may think fit for ensuring coordinated and integrated development of technical and management education and maintenance of standards and for the purposes of performing its functions under AICTE Act, the Council may:

a. undertake survey in the various fields of technical education, collect data on all related matters and make forecast of the needed growth and development in technical education;

b. coordinate the development of technical education in the country at all levels;

c. allocate and disburse out of the Fund of the Council such grants, on such terms and conditions as it may think fit to;
   i) Technical institutions, and
   ii) Universities imparting technical education in coordination with the Commission;

d) Promote innovations, research and development in established and new technologies, generation, adoption and adaptation of new technologies to meet developmental requirements and for over-all improvement of educational processes;

e) Formulate schemes for promoting technical education for women, handicapped and weaker sections of the society;

f) Promote an effective link between technical education system and other relevant systems including research community;

g) Evolve suitable performance appraisal systems for Technical Institutions and Universities imparting technical education, incorporating norms and mechanisms for enforcing accountability;
h) Formulate schemes for the initial and in service training of teachers and identify institutions or centres and set up new centres for offering staff development programmes including continuing education of teachers;

i) Lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality instructions, assessment and examinations;

j) Fix norms and guidelines for charging tuition and other fees;

k) Grant approval for starting new technical institutions and for introduction of new courses or programmes in consultation with the agencies concerned;

l) Advise the Central Government in respect of grant of charter to any professional body or institution in the field of technical education conferring powers, rights and privileges on it for the promotion of such profession in its field including conduct of examinations and awarding of membership certificates;

m) Lay down norms for granting autonomy to technical institutions;

n) Take all necessary steps to prevent commercialisation of technical education;

o) Provide guidelines for admission of students to Technical Institutions and Universities imparting technical education;

p) Inspect or cause to inspect any Technical Institution;

q) Withhold or discontinue grants in respect of courses, programmes to such technical institutions which fail to comply with the directions given by the Council within the stipulated period of time and take such other steps as may be necessary for ensuring compliance of the directions of the Council;

r) Take steps to strengthen the existing organisations, and to set up new organisations to ensure effective discharge of the Council’s responsibilities and to create positions of professional, technical and supporting staff based on requirements;

s) Declare technical institutions at various levels and types offering courses in technical education fit to receive grants;

t) Advise the Commission for declaring any institution imparting technical education as a Deemed University;

u) Set up a National Board of Accreditation to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendations to it, or to the Council, or
to the Commission or to other bodies, regarding recognition or de-recognition of
the institution or the programme; and
v) Perform such other functions as may be prescribed.

1.13 MAJOR INITIATIVES OF AICTE\textsuperscript{12}

1.13.1 CMAT- Common Management Admission Test

Around 70,000 management aspirants from across the country registered for
the first national-level Common Management Admission Test (CMAT-2012). The
online test is being conducted from February 20-28, 2012 in 61 cities. From next
year, CMAT will be conducted twice a year. This will enable students to choose the
higher score of the two tests for admission to a B-school instead of waiting for
another year. Those clearing CMAT can seek admission to any state government
affiliated B-school, private management colleges or group of institutions running
management courses approved by the AICTE.

The computer-based CMAT test will comprise four sections including quantitative
techniques and data interpretation, logical reasoning, language comprehension and
general awareness. The three-hour test will be of 100 marks and each section will
hold 25 marks. For each wrong answer, one mark will be deducted. The examination
is being widely speculated to be the only other exam after the Common Admission
Test to help reduce stress faced by students due to multiple entrance management
tests.

Unfortunately the first Central Management Admission Test (CMAT) being
conducted by the All India Council for Technical Education (AICTE) is facing
criticism from some established and new education providers/ associations/ players
who selfishly want to torpedo CMAT in order to earn quick profits from education.
They want to force postponement of CMAT as has been done with the first National
Eligibility cum-Entrance Test (NEET) for undergraduate medical admissions.
Therefore some of them have condemned the CMAT.

\textsuperscript{12} www.aicte-india.org
Announcement by ministry of HRD
www.education.nic.in
Annual Report 2009-2010 MHRD
The directive to reduce the multiplicity of common entrance test was given by a 11-judge Supreme Court bench way back on October 31, 2002 in the landmark T.M.A Pai Foundation v State of Karnataka case which went to the extent of saying that "any regulation framed in the national interest must necessarily apply to all educational institutions, whether run by the majority or the minority." The bench stressed that "Such a limitation must necessarily be read into Article 30. The right under Article 30 (1) cannot be such as to override the national interest or to prevent the government from framing regulations in that behalf," the apex court added.

However despite a thumping apex court order the country has been continuing with umpteen entrance examinations ranging from all-India CAT, MAT, XAT, ATMA and state-level common entrance tests (CETs). The CMAT will, in effect, reduce multiplicity of CETs by eliminating all state-level entrance exams but would not affect the all-India tests like IIMs' Common Admission Test (CAT). The CMAT will be a new all-India admission test, a new entrant, in the multi-crore education business and this is why its competitors particularly private players are yelling themselves hoarse against the CMAT.

1.13.2 Corporate allowed to Enter Technical Education

The Union Human Resource Development Ministry on December 30, 2010 allowed corporates to creep into technical education sector in the country. Companies registered as non-profit entities under Section 25 of the Companies Act 1956 are allowed to establish technical institutions. However, no joint venture can apply for this.

The entry, initially has been allowed in only in 241 districts where currently no AICTE Institution exists. Besides, the corporate have been allowed to set up campuses through PPP or through build-operate-transfer mode under agreement with public sector. Like all other companies, the educational institutions set up by the companies will be regulated by the ministry of corporate affairs.

Till now only registered Trusts and Societies were allowed to establish technical education institutions in the country this was to keep business cooperates at bay.
1.13.3 E-Governance

The web portals of the AICTE and National Board of Accreditation (NBA) at URL://www.aicte-india.org and URL://www.nba-india.org respectively were launched on 7th January, 2010. This initiative is part of the AICTE's efforts to bring in transparency, accountability, efficiency and swiftness in its decision-making process and to facilitate tracking of application at each stage and provide information thereof. The portal will facilitate a citizen-friendly interactive mode with a responsive public grievance redressal mechanism.

1.13.4 Other Initiatives by AICTE

➢ 5 pm to 8 pm Courses for skill development that are based on the expertise areas possessed by the respective Institutions in the areas of Engineering / Technology / Architecture / Town Planning / Hospitality / Pharmacy etc are being allowed to be conducted by AICTE approved Institutions. This will facilitate the community around the Institutions to benefit by acquiring the skills provided by these Institutes. These Institutions are expected to form clusters with other institutions in the neighbourhood and collaborate with the Industries in the area in running these skill based programs.

➢ Upto year 2010, different Programs like Engineering / Architecture / Pharmacy / Management / Hotel management and catering Technology, one each were allowed to be integrated into a single campus so that resources can be shared and optimised. Now this facility has been extended to more than one program to be integrated ie, 2 or more Engineering colleges, 2 or more management colleges and so on can be integrated as Technical / integrated campus to optimise resources

➢ Upto year 2010, Tuition fee waiver scheme operated by AICTE allows for providing 10% supernumerary seats that are given to students of economically backward category(Students whose family income is less than Rs 2.5 lakh a year can get admission to these seats and will not have to pay tuition fees.). These seats were provided for Institutions who may apply for such a scheme. Now these seats are made manadatory for every Institute upto 5%.
Security Money Deposit that takes care of contingencies in case of Institutions defaulting on their obligations, shall be replaced as money deposit in AICTE account. All existing FDR’s shall be converted to money deposit. This is necessitated because of earlier FDR’s being encashed without AICTE knowledge or permission. Custody and logistics of maintaining FDR’s being a source of problems.

The interest accrued shall be used to facilitate more stake holders like faculty, students, funding Institutions through schemes, and enhanced scholarships. AICTE has recently taken a decision to include all Government and Government aided Institutions as QIP centres in order to promote more research amongst faculty and produce more Ph. D’s. Hence a lot more faculty would be needed to be provided with QIP scholarships. This is also expected to be met from the money so generated.

All institutions completing more than one batch shall be eligible to get 2 Courses/program / level / shift on self disclosure if facilities and infrastructure are available. One Course would mean an addition of 60 students or one division. The ceiling which was there earlier like no increase after an intake of 540 students has been removed.

2nd Shift Courses and Women to Co-Ed Institutions shall be processed only after expert visits confirm that the infrastructure required exists with the Institutions.

Stand alone PG Institutes can be started which was not the case earlier.

Indian Degrees can be given in campuses of Indian Institutions abroad subject to local laws.

Overseas campus can be setup subject to local laws and Indian Government clearance.

PGDM courses to be regulated as per several representations made.

Date of admissions and Model curriculum to be given by AICTE.

Admissions to be effected by States and Fee to be regulated by State fee committee.

All approvals for Polytechnics shall be processed by AICTE.
➢ Students of XII Vocational / Technical of the State Boards or any other to be admitted to 2nd Year lateral entry of a Diploma Program.

➢ Students of B. Sc to be admitted to 2nd Year lateral entry onto a Degree Program provided they have passed Mathematics at XII or B Sc level and would be required to pass Engineering Graphics and Engineering Mechanics along with the second year subjects.

➢ 10% lateral entry seats increased to 20% in all states except Andaman Nicobar, Lakshadweep and Diu Daman where it is 30%.

➢ A separate division of 60 students / course can be started from 2nd year onwards in all AICTE approved Institutions subject to availability of infrastructure, exclusively for Polytechnic students for lateral entry.

➢ All approval process to be completed by May 31st 2011 to enable coordinated planning.

1.13.5 AICTE initiatives for overcoming imbalances in Technical Education\(^\text{13}\)

In order to overcome imbalances in technical education, the Council has taken certain initiatives as per details given below:

i. In order to ensure reduction of imbalance between engineering education and polytechnic education the Council has permitted second shift of polytechnic in an existing polytechnic institution and also a second shift of polytechnic in an existing engineering institution.

ii. Keeping in view, the regional imbalance of the number of seats in various States of the country, the Council has allowed second shift of engineering colleges in existing colleges only in those States where the number of seats available in engineering colleges, per lakh of population, is less than the all Indian average.

iii. For a balanced growth of various streams of education in engineering & technology, the Council has taken a policy decision to allow establishment of new engineering institutions with at least three conventional branches as a

\(^{13}\) Annual Report 2009-2010, MHRD
mandatory requirement in the States where the number of seats available in engineering colleges, per lakh of population, are more than the all India average, whereas in the states, where the number of seats available in engineering colleges per lakh of population are less than the all India average, no such restriction is applicable.

iv. 4. For establishment of new technical institutions, exclusively set up for women, certain norms have been relaxed which are as follows:

v. Land: For the technical institutions, exclusively set up for women, the land norms prescribed for establishment of all other Technical Institutions have been relaxed up to 50% in rural category and 20% in Metro & State Capital category and 10% in Mega Cities category

vi. FDR and Processing Fee: 20% relaxations are allowed in FDR amount and processing fees for establishment of new technical institutions, exclusively set up for women.

vii. Built up area & Number of courses and intake: The total built up area required for setting up of new institutions are as per existing norms. However, to start with institutions for women will be allowed up to 5 courses with total annual intake of 300 with each course intake not exceeding 90.

viii. Single window system: There is a single window system for processing proposals for establishment of technical institutions exclusively for women.

ix. Development of Integrated Campus: The Council has been granting approval for establishment of technical institutions as individual entities in the field of technical education.

x. In order to ensure development of technical institutions with optimal utilization of infrastructure and other facilities, without compromising on prescribed norms and standards, the Council has allowed development of integrated campus with multi-discipline in which various programmes, namely, engineering, management, pharmacy and some other areas of technical education can be run in the same campus which will facilitate optimal utilization of manpower, network facilities, labs, workshops, library
and also provide scope for academic integration with inter-disciplinary interaction and better learning environment. This would enable such integrated institutions to develop synergy and utilize common facilities, and in turn, reduce cost of education. Such institutions may also extend integrated under graduate and postgraduate programmes in management and computer application courses and research programmes along with the main stream of engineering programmes at the under graduate and post graduate levels.

1.13.6 Some other significant initiatives taken by the AICTE are as follows:

- Processing of applications for approvals/ Renewal and increase in intake has been made online from 10 January 2010;

- Letter of Intent (LoI) dispensed with. Only Letter of Approval (LoA) to be issued;

- Enhancement in seats in engineering and management institutions from 240 to 300 and 60 to 120 respectively;

- Reduction in land requirement norms in metro & mega cities;

- Permission to technical educational institutions to offer modular educational courses with the provision of credit transfer in extended teaching hours and to offer these courses in the second shift also, so as to maximize utilization of their capacities;

- Opening of new camp offices at Gurgaon for the benefit of educational institutions in Delhi, Haryana, Rajasthan and at Guwahati for the benefit of educational institutions in North Eastern Region;

- Establishment of National Board of Accreditation (NBA), as an independent body of AICTE, for making it eligible for full membership of Washington Accord.

- Providing 25% flexibility to management institutions in allocation of seats amongst different disciplines of Post Graduate Diploma in Management (PGDM) to address everchanging requirement of manpower;

- Allowing MBA and MCA courses only, through distance mode;

- Co-option of foreign experts on Academic Boards;
➢ Conducting of first Graduate Pharmacy Aptitude Test (GPAT) for Pharmacy Graduates through MS University, Baroda;

➢ Only one appeal in one processing cycle for institution approvals.

➢ The Council announced an open ended approval process, thereby, allowing the applicants to submit

➢ applications for establishing new institutions and for increase in intake and additional courses, throughout the year.

➢ A system of Appeal is in place to consider representatives of applicants to make the system transparent.

1.13.7 Transparency

In order to ensure transparency in the implementation of the approval process, the AICTE has adopted the following measures:

➢ Simplification of the process of Extension of Approval for Existing Technical Institutions with provisions of online submission of the Compliance Report indicating the rectification of deficiencies along with mandatory disclosure. Information and details of infrastructure and other facilities including faculty for each course and maintenance of website on the part of the institution is made compulsory to enhance transparency.

➢ The schedule of Hearing Committee meetings to be held at AICTE is hosted on the AICTE website for the convenience of the applicants.

➢ Time Bound Approval Process with clear time-frame thereby enforcing responsibility on all concerns to minimize uncertainties and hardship.

➢ The Council has also allowed land to be in three adjacent pieces in hilly areas including north-eastern states.
1.14 RECOMMENDATIONS OF ASHOKA CHANDRA COMMITTEE ON APPROVAL PROCESS

In order to streamline the approval procedure and make it more rigorous the Executive Committee of the AICTE had appointed a sub-committee under Prof. Ashoka Chandra in September 2000, to review the norms and standards on approval process. The report of Ashoka Chandra Committee which was submitted in 2001, contains valuable suggestions. The important recommendations of this committee are reproduced below:

1. Application for approval by the AICTE must necessarily be accompanied with a detailed project report (DPR) and a non-refundable processing fee. The period for processing the application should be specified by the AICTE.

2. To bring a degree of uniformity in the inspection work, the AICTE should have an orientation programme for the empanelled experts at regional / State level.

3. Initial approval should be granted for two years only. Subsequent approvals may be for 5 years at a time, based on satisfactory performance.

4. Accreditation must be made mandatory and the AICTE must not hesitate to reduce the intake or even de-recognize institutions and revoke their approval, if the performance of the institutions is not satisfactory.

5. National testing service may be established to streamline admission procedure.

The committee, after carefully reviewing these recommendations, endorses them and suggests rigid application of these to ensure that fly by night operators for commercial gains start no new institution.

1.15 RECOMMENDATIONS OF U.R. RAO COMMITTEE

The AICTE has released its VISION statement, which states as follows:

“To be a world class organization leading technological and socioeconomic development of the country by enhancing the global competitiveness of

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14 Revitalizing Technical Education, MHRD Govt. of India, Sep. 2003
15 Revitalizing Technical Education, MHRD Govt. of India, Sep. 2003
technical manpower and by ensuring high quality technical education to all sections of the society.”

In this context, Ministry of Human Resource Development, Department of Secondary and Higher Education vide its letter dated November 11, 2002 constituted a committee to review the functioning of the AICTE under the Chairman of Prof. U.R. Rao, Former-Chairman, ISRO. The committee made recommendations on functioning of AICTE which are as following:

- **Approvals for Starting of New Institutions:** Any approval to start a new institution must be a two-step process. The first “in principle” approval for 2 years may be based on the present criteria of assessing physical assets and financial viability as also the detailed project report. The final approval for admission of students should be given only when the laboratory and infrastructural facilities, computer-networking system library facilities are well established and qualified teaching staff is in position.

The committee, after carefully reviewing the recommendations of Ashoka Chandra Committee to review the norms and standards on approval process which was submitted in 2001 endorsed them and suggested rigid application of these to ensure that fly by night operators for commercial gains start no new institution.

- **Selection of Students for Admission:** Lakhs of students seeking admission into technical institutions face the difficulty of preparing and taking a multiplicity of entrance tests, resulting in great hardship and expense. The committee strongly urges the AICTE to evolve a more rational and streamlined two-tier process for the selection of students. The first tier could be a national entrance test involving Optical Marking Reader (OMR) based on common minimum nationally accepted syllabus, to be held simultaneously at different centers in the country. The second tier could be more rigorous for the shortlisted candidates from 1st test.

- **Deemed Universities / Autonomous Institutions:** Application of rigorous criteria for recognition of deemed status and mandatory requirement of periodic validation, at least once in five years of the quality of education imparted by such institutions are needed.

- **Regulation of Foreign Universities / Institutions:**
While collaboration and partnership between Indian and foreign Universities / institutions in the field of technical education, research and training is to be welcomed, development of quality education demands that such foreign institutions / Universities must be made accountable for upholding the norms and standards. There should be:

- Mandatory registration with the AICTE, of the institution seeking to operate in India either directly through collaborative agreement with an Indian university/institution or a private educational provider.
  
  - Valid accreditation of the institution intending to set up educational facility in India by the authorized agency in its own parent country;
  
  - Where collaboration with an Indian institution is proposed, the AICTE must ensure that the said Indian institution is an affiliated one and preferably accredited by NBA;
  
  - Giving an undertaking that the degrees / diplomas awarded to the students in India shall be treated on par with the corresponding degree in the parent country;
  
  - Assuring that the degrees awarded by them have same nomenclature as in their parent country;
  
  - Obtaining the AICTE approval prior to the starting of course in India; and
  
  - Getting the AICTE accreditation soon after two batches of students have passed out from such centers.

- **Faculty Development**: The faculty position in disciplines such as management education, is bad. For example, a sanctioned intake of 64,403 students (1,28,806 for 2 years) in 930 business management institutions as on March 31, 2003, have less than 4,000 teachers against the requirement of 8,557 teachers, which works out to a teacher to student ratio of 1:32. The AICTE must create a national cadre of teachers in various disciplines. Wide publication of the list of pool teachers among all the institutions will enable the early filling of a vacant faculty positions.
• The AICTE should widely publicize, including on the web, the total vacancy position along with qualifications required, both within India and outside.

• To encourage better linkage with industries and research establishments, institutions must be encouraged to offer adjunct Professorships to technical experts working in research institutions and industries.

• Reputed faculty from leading institutions should be encouraged to spend a month or two at a time convenient to them, in institutions suffering from acute shortage of facility.

➢ An attractive scheme of sabbatical should be offered for teaching staff wishing to improve their qualifications.

➢ Consultancy should be encouraged and suitable rules should be framed and enforced in such a manner as to ensure that teaching does not suffer.

➢ In order to provide a conducive environment to enable more qualified persons to join technical education institutions as teachers, the AICTE should create model service and career opportunity rules for teaching staff.

➢ **Fixation of Fee:** It is the responsibility of the AICTE to take all steps to prevent commercialization of technical education. Many unaided institutions are charging exorbitant fees. The poor meritorious students in Government and Private Institutions should be suitably subsidized. The fees should not be more than a third of the cost of education.

➢ **Distance Education:** The Committee recommended the early implementation of a suitable nationwide distance education system to provide access to the best possible education to all the students.

➢ **Accreditation:** The AICTE must simplify the accreditation process without compromising on the rigour of the process. Those institutions, which do not get accredited, must be severely warned and given two years to enable them to make up the shortfalls, failing which they should be de-recognised.
➢ All India Boards of Studies: The Boards should prepare model syllabus for all subjects and give wide publicity to them, which must be periodically updated to prevent obsolescence. In order to continually renew the Boards without losing the institutional memory, one-third of the members may be retired at the end of each year by rotation and replaced with new members.

➢ Functioning of the Regional Committees: Regional Committees should be substantially strengthened and empowered to issue approvals, accreditation etc., and also appoint expert committees. This will substantially reduce the work load at the AICTE HQ. The director of the regional office should be a full time appointee of the AICTE.

➢ Appointment of Personnel in AICTE: The present practice of appointing people only on deputation in both the AICTE HQ and its Regional Offices is responsible for most of the vociferous complaints from various institutions including delay in obtaining decisions. Short-term appointment of both academic and non-academic persons to various positions has resulted in lack of continuity when the deputationists go back after their stint in the AICTE, leaving the new incumbents to learn the system all over again. The practice of relying on short-term deputationists alone needs to be stopped with immediate effect. The ATCTE must be allowed to have at least 50% of the senior academic and non-academic staff on a permanent placement and only 50% of the remaining require to be met through deputationists. Provision should be made to ensure at least 3 months of overlap between the outgoing and incoming incumbents to ensure continuity and smooth running of the AICTE. In fact the new incumbent should take charge from his/her predecessor with a proper briefing note, handing over of listed files etc. This is in the interest of maintaining the memory of the organization and fixing accountability of the officers. In the appointment of senior officials at the levels of Chairman, Vice-Chairmen Directors and Joint Directors, care should be taken to provide adequate representations to all major disciplines.

Apart from the recommended administrative restructuring, the following issues need to be addressed at the HQs:

- There should be more delegation of powers, which at present vest mainly with the Chairman and the Member Secretary.
• Officers at all levels should not be shifted around and should be fully accountable for the area assigned to him/her. If there is a need to shift anybody, it should be according to a transparent transfer/placement policy.

• If an officer on contract/deputation is good and needed, his contract/deputation should he extended well in time with approval from his parent organization, and the post need not be advertised.

➤ **Management Education:** Management Education needs to institute research into and develop new education and training programmes including entrepreneurship for under-served sectors like agriculture, transport, tourism, PSUs, energy, government administrative systems, social and service sectors like education, health and environment, informal production and service sector, etc.

➤ **Education Material Development:** The AICTE should institute a specific scheme for stimulating preparation of a wide range of educational material based on Indian experience, Indian management practices - both current and traditional-and Indian cultural values, so that management schools can provide high quality and contractually relevant management education.

➤ **Faculty Development:** The AICTE should encourage better-endowed institutions to start Fellowship PhD programmes and short modular programmes in the evening for practicing managers.

➤ The AICTE should expand the QIP for management teachers.

  o Special teacher training programmes should be organized for faulty specialized in economics, commerce, psychology etc. but recruited for teaching management courses, to convert them into teachers of management.

  o Emeritus professors should also be provided housing, transport and other amenities available to the regular staff.

➤ **Research in Management:** The AICTE should encourage research activity by management institutions by extending its support to them to carry out research.
Research output and publications should be given significant weightage, for promotion to higher levels.

- **Management Council of India**: Management education should remain part of the AICTE, as there is a close inter-relationship between management and engineering and a separate Management Council is not desirable.

- **National Academy of Management**: A National Academy of Management should be established with support from the AICTE and it should work in close cooperation with the AICTE.

- The UGC should stipulate that the Board of Management of the Deemed University shall have a nominee of the AICTE. Chairman AICTE should be represented in relevant UGC bodies just as the Chairman UGC is represented in the AICTE bodies.

- **Coordination with the State Government**: The State should be closely involved in the planning and development of technical education in the state. The State Government and the University should make a joint visit and decide on the NOC and affiliation, communicate it to the AICTE which will then send its expert team.

- Keeping UG programmes on technical education of duration less than 4 years outside the purview of the ACTE does not seem logical.

- Steps should be taken to ensure that the model syllabus published by the AICTE is consistent with the prescribed syllabus of the University.

### 1.16 THE DISTANCE EDUCATION COUNCIL (DEC)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems. IGNOU is meeting its second objective of promotion of Open and Distance Learning (ODL) education systems as well as coordination of standards in such systems in the country through one of its authorities namely the Distance Education Council (DEC). ODL system of the country consists of 14 State Open Universities (SOUs) and 140 Correspondence Course Institutes (CCIs) in conventional dual mode universities. The
Council (DEC) has extended technical and financial support to Open and Distance Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education. Research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organizing seminar to institutions were also released. At present the activities under Distance Education Council are supported by the Ministry by way of Plan funding to IGNOU under the Head Assistance to IGNOU for SOUs.

1.17 SARVA SHIKSHA ABHIYAN (SSA)\(^{16}\)

Sarva Shiksha Abhiyan (SSA), which is a major flagship programme of the Government, addresses the national resolve of universalizing elementary education. Under SSA, special focus is on girls, children belonging to SC/ST communities, other weaker sections, minorities and urban deprived children. Under Sarva Shiksha Abhiyan India has not only been able to improve access to 99% at primary level but have also been able to reduce out of school children to 3-4% of the age cohort of 6-14 years. Greater emphasis is being laid on quality under SSA with specific provision for learning enhancement, remedial teaching and teacher training is being placed. In fact, 50% of the SSA outlay now goes towards quality.

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 years for entry into higher education or work situations. Successful implementation of Sarva Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 years for entry into higher education or work situations.

**Goals of Sarva Shiksha Abhiyan:**

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2005
- Bridge all gender and social category gaps at primary stage by 2007
- and at elementary education level by 2010

\(^{16}\) Annual Report 2009-2010, MHRD Govt. of India.
• Universal retention by 2010
• Focus on elementary education of satisfactory quality with emphasis on education for life.

Sarva Shiksha Abhiyan (SSA), covers all States and Union Territories and reaches out to an estimated 19.4 crore children in 12.3 lakh habitations in the country.

1.18 EDUCATION IN X1TH FIVE YEAR PLAN (2007-12)

The Eleventh Five Year Plan (2007-12) outlay (as approved by NDC) for Ministry of Human Resource Development is Rs. 2,69,873 crore (Rs.84,943 crore for the Department of Higher Education and Rs.1,84,930 crore for the Department of School Education & Literacy). The approved Annual Plan outlay (2009-10) is Rs.26,800 crore for the Department of School Education & Literacy and Rs.9,600 crore for the Department of Higher Education.

The total amount of budget provisions on the revenue account made for education for the year 2009-10 by education departments for the States/UTs and the Centre works out to Rs. 194642.91 crore (Rs. 150110.70 crore in State Sector and Rs. 44532.21 crore in the Central sector) which is 20.15% more than the revised estimates of Rs.161998.02 crore for 2008-09. This amount constitutes 11.07% of the total budget provisions made on the revenue account in the States and at the Centre.

Apart from the revenue account, the Education Departments also make some provisions for capital works. Taking into account both the revenue as well as the capital account, the total budget estimates for education for 2009-10 of the State Education Departments and the Education Departments of the Centre works out to Rs.198429.78 crore, which is 9.60% of the total budget estimates. The States are contributing about 74.08% of the total revenue expenditure on education in the country while centre contributes about 25.92% to the education sector as a whole. The total revenue account of Rs.235966.21 crore constitutes 13.42% of the total budget of the Centre and the States for 2009-10 (20.31% for the State sector and 6.81% for the Central Sector).

The budget provisions (Revenue Account) for the Education department of the Central and the State Governments indicate About 81.74% of the Central expenditure
on education is under plan whereas in the case of States/UTs it is only 14.14% in the year 2009-10. Elementary Education accounted for 49.97% of the total expenditure on education in 2009-10, followed by Secondary Education, which was 30.67%. The share of University & Higher Education and Technical Education was 12.76% and 4.87% respectively.

1.19 KNOWLEDGE COMMISSION REPORT\(^{17}\)

The National Knowledge Commission (NKC) was constituted in June 2005 by the Prime Minister Dr. Manmohan Singh, under the Chairmanship of Mr. Sam Pitroda, to prepare a blueprint for reform of our knowledge related institutions and infrastructure which would enable India to meet the challenges of the future. Our unique demographic dividend offers a tremendous opportunity as well as a daunting challenge which requires creative strategies for a new knowledge oriented paradigm. The knowledge revolution that seeks to build capacity and generate quality will enable our country to empower its human capital – including the 550 million below the age of 25. The Knowledge Commission headed by Sam Pitroda was in favour of a single autonomous body to regulate all education. In his recommendations to the Prime Minister, Pitroda said the current system “is over-regulated but under-governed” and there was a “clear need for an independent regulatory authority for higher education (IRAHE).” The IRAHE, Pitroda suggested, must be at an arm’s length from the government and independent of all stake-holders, including the government. The Knowledge Commission suggested that the IRAHE could be set up by an Act of Parliament and would be the only agency authorized to accord degree-granting power to higher education institutions. It would be responsible for setting the criteria and deciding the entry and would apply the same norms to public and private institutions.

1.20 RECOMMENDATIONS OF YASHPAL COMMITTEE ON “RENOVATION AND REJUVENATION OF HIGHER EDUCATION”\(^{18}\)

Prof Yashpal and his committee members have, in their report submitted to the Ministry of Human Resource Development (MHRD) on June 24,2009 suggested the

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\(^{17}\) National Knowledge Commission Report, 2006-2009

\(^{18}\) Yashpal Committee Report to Advise on Renovation and Rejuvenation of Higher Education
scraping of all higher education regulatory/monitoring bodies and creation of a super regulator: a seven-member Commission for Higher Education and Research (CHER). Finalised on June 22 given to HRD Minister Kapil Sibal on June 24, the report said that IITs and IIMs should be encouraged to diversify and expand their scope to work as full-fledged universities. The committee in its final report, recommended that the deemed university status be abandoned and that all deserving deemed varsities be either converted full-fledged universities or scrapped -- and a GRE like test be evolved for university education.

The committee said a plethora of regulatory bodies like UGC, AICTE, NCTE be replaced by a seven-member Commission for Higher Education and Research (CHER) under an Act of Parliament. It has also recommended, obviously to buffer the new regulator against political pressures, that the position of chairperson of the proposed commission be analogous to that of election commissioners. The higher education institutions in India are regulated by many statutory agencies such as the All India Council of Technical Education (AICTE), Bar Council of India (BCI), Council of Architecture (COA), Indian Nursing Council (INC), Medical Council of India (MCI), National Council on Teacher Education (NCTE), Pharmacy Council of India (PCI), Distance Education Council (DEC), University Grants Commission (UGC) and so on. In addition, there are regulations of the institutions by Central and State universities as well as by the Directorates of College and Technical Education in each State, leading to undesirable cubicalization of knowledge, unwarranted fragmentation of disciplines and separation of knowledge from application and skills. The regulatory provisions of the various Acts are substantially different from each other since they were created at different periods by different legislations. The overall responsibilities for the entire higher education system assigned to the UGC are not validated in the provisions of other Acts. There is very little co-ordination among the statutory bodies in respect of degree durations, approval mechanisms, accreditation processes, etc. It sometimes leads to very embarrassing situations in which we find two regulatory agencies at loggerheads and fighting legal cases against each other. There are various stages of regulation such as approval, recognition, affiliation and accreditation.

It is, therefore, proposed that the academic functions of all these professional bodies, be subsumed under an apex body for Higher Education, to be called The National
Commission for Higher Education and Research (NCHER). Rather than acting as bodies engaged in giving licenses to professional institutions, these bodies should be looking after the fitness of the people who wish to practice in their respective fields. They should be divested of their academic functions. They may conduct regular qualifying tests for professionals in their respective fields – a Bar Council exam for practicing advocates for example. The professional councils may prescribe syllabi for such exams and leave it to the universities to design their curriculum including such syllabi. All academic decisions should necessarily be left to academics in universities.

The proposed NCHER, is meant to insulate it from political and other external interferences from the government of the day. By making it report directly to the Indian Parliament, it is ensured that the NCHER would be made fully accountable. The proposed NCHER should move away from the current tendencies of the existing regulatory bodies to control and impose bureaucratic interferences in the functioning of universities and colleges.

It also said that the jurisdiction of other regulators -- Medical Council of India, Bar Council of India and others -- be confined to administrative matters, with universities taking up their academic responsibilities. The panel also proposed a national testing scheme for university admissions on the lines of GRE open to all aspirants and to be held more than once a year. Expressing concern on the mushrooming of engineering and management colleges, that had "largely become business entities dispensing very poor quality education", Yashpal committee lamented the growth of deemed universities and called for a complete ban on further grant of such status. Existing ones, the committee said, should be given three years to develop as a university and fulfil the prescribed accreditation norms.

Raising doubts about the source of funding of private education providers, the committee said mostly it was either "unaccounted wealth from business and political enterprises or from capitation fees". It said the system of conferring academic designations as chancellors and vice-chancellors to members of the promoter's family should be done away with. They should submit to a national accreditation system. However, the committee underlined the need for private investment in higher education.
The committee has also criticized the government’s policy of setting up IIMs and IITs indiscriminately, saying that mere numerical expansion, without any understanding of symptoms of poor education, would not help. Terming the government’s indiscriminate establishment of educational institutes as a “nervous and hurried response”, the panel said in its report: “Creation of a few institutions of excellence and some Central universities, without addressing the issue of deprivation that the state-funded universities are suffering from, would only sharpen the existing inequalities.”

The committee found that many private educational institutes in the country deny full salaries to their teachers and indulged in “unethical practices” of impounding certificates and passports of its faculty. With respect to the fee structure, the committee said many private institutions charged exorbitant fees, beyond the prescribed norms and were unable to provide even minimum competent faculty strength.

An institution working with the motive of profit did not have the right to be called a university, the committee felt. Recommending curricular reform, the committee said teachers should have the freedom to design courses and students should be able to study subjects outside their courses of the seven members of the proposed CHER, one should be an eminent professional from the world of industry. Chairperson and members should be selected by a committee headed by the PM, Leader of Opposition and the Chief Justice of India. Commission will have five divisions dealing with future directions, accreditation management, funding and development and new institutions. An eminent individual should head each division for five years, the committee suggested.

Taking a firm stand against the liberal granting of deemed university status by the UGC in recent years, the Committee recommended that approval for deemed universities be stopped forthwith. Further, all existing ones must submit to new accreditation norms within three years failing which they ought to lose their deemed university status.

There has been considerable misuse of Section 3 of the UGC Act that frames the guidelines for according deemed university status, the report states. “In the last five years, 36 institutions, excluding RECs, have been notified as deemed universities,
raising concerns that a majority of these institutes are not established with any educational purpose,” the interim report states. From 1956-90 only 29 institutions were permitted, whereas 63 institutes have been granted deemed university status in the last 15 years. The IITs and IIMs, “which are bright spots in the otherwise dismal higher education scenario” should, while keeping intact their unique features, expand their academic reach to include the humanities and arts, and function as full-fledged universities.

On the contentious issue of the entry of foreign universities, the committee strikes a cautious note. “Giving an open license to all and sundry, carrying a foreign ownership tag to function like universities in India, most of them not even known in their own countries, would only help them earn profit for their parent institutions located outside or accrue profit to the shareholders. Such institutions must give an Indian degree and be subject to all rules and regulations that would apply to any Indian university.” If the best of foreign universities, say amongst the top 200 in the world, want to come here and work, they should be welcomed.

The University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) expressed reservations on the recommendations of the Yashpal committee which suggested dismantling of regulatory bodies in higher education. It might be noted that the justification and role of the suggested HEC are different from those proposed by the Knowledge Commission.

The UGC has said that reforms, rather than closure, is the need of the hour. Responding to the recommendation of the Yashpal Committee, UGC chairman Sukhadeo Thorat has said that efforts should be to identify and plug existing loopholes in the AICTE and the Medical Council of India rather than dismantling them. AICTE chairman maintained that the Yash Pal Committee should go into the details of the functioning of the regulatory body before suggesting its replacement. The recommendation to set up a higher education commission was first made in 1964 Kothari Commission and was subsequently discussed at several meetings of the Central Advisory Board chaired by Human Resource Development Minister Arjun Singh.
1.21 **RIGHT TO FREE & COMPULSORY EDUCATION ACT, 2009 (RTE ACT)**¹⁹

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) was notified on 27th August, 2009 for general information. The notification for enforcing the provisions of the Act w.e.f. 1.4.2010 was issued on 16th February, 2010. The RTE Act provides the legislative framework for Universalisation of Elementary Education (UEE). The salient features of the RTE Act, 2009 are:

i) The right of children to free and compulsory education till completion of elementary education in a neighbourhood school.

ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.

iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours.

1.22 **MAJOR INITIATIVES BY MHRD IN EDUCATION**

The origin of the Indian Education Department dates back to pre-independence days when for the first time a separate department was created in 1910 to look after education. However, soon after India achieved its Independence on 15th August, 1947, a full fledged Department of Education (under the Ministry of Human Resource Development) was established on 29th August 1947. The nomenclature and

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¹⁹ Annual Report 2009-2010, MHRD, Govt. of India
responsibilities of the Education Department has undergone changes from time to
time since Independence. Some of the new initiatives and major achievements in
education sector during the year 2009-10 are as under:

- Various initiatives have been taken like setting up of new IITs, IIMs, NITs, IIITs,
  Central Universities, 374 Model Degree Colleges as part of the Government
  vision of access with equity and excellence. Rs.431 crore was released for setting
  up of 178 more polytechnics and Rs.5.5 crore for strengthening of 55 existing
  polytechnics. Establishment of Innovation Universities (which will be world class
  centres of learning), VPN and Broadband connectivity to various colleges across
  the country under the National Mission on Education through ICT, amendment of
  various existing Acts, etc. various scholarships and educational loan schemes have
  been introduced, establishment of 10 new NITs in NER states, opening of new
  Central Universities, Polytechnics, Model Degree College and Community
  Polytechnics, etc. In order to promote women education, women hostels, women
  Polytechnics, Equal Opportunity Cells (EOC), etc. have been established.

- The Government of India is committed to the Education for All (EFA) goals,
  including, inter alia, Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme
  (MDM) and National Literacy Mission (NLM).

- To meet the increasing demands of our young population for skill development
  and learning, implementation of Skill Development Mission for setting up of
  polytechnics in unserved and underserved districts in the country is under process.

- To collaborate with global quality education providers, a Foreign Education
  Providers Bill to be introduced in the Parliament is under process.

- The MHRD has been initiating independent agreements in the form of
  Educational Exchange Programme (EEP) with various countries to give a more
  focused attention to meaningful cooperation for sharing best practices in the field
  of education for mutual benefit.

- In the 14th Summit of SAARC countries at New Delhi, it was decided to establish
  the "South Asia University" in India, as a world-class institution of Learning.
  With the cooperation of UNESCO, it has been decided to establish the Mahatma
  Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)
as a UNESCO Category I Institute at New Delhi to promote education for peace and sustainable development.

- Launching of Saakshar Bharat: The National Literacy Mission has been modified and renamed SAAKSHAR BHARAT, which was launched by the Prime Minister on 8.9.2009. To ensure equity and inclusiveness, achieve the overall objectives of reducing gender gap in literacy levels and minimize social disparities, nearly 60 out of 70 million targeted beneficiaries, that is 85% of the total target, will be women and nearly 50% of the target group will comprise SCs/STs and minorities. District, Block and Gram Panchayats have been given key roles in planning, implementing and monitoring of the programme.

1.23 INITIATIVES BY MHRD IN HIGHER AND TECHNICAL EDUCATION SECTOR

- **Law to prevent, prohibit and punish educational malpractices:** A proposal to prevent, prohibit and punish educational malpractices is under consideration of Government which aims to curb adoption of unfair practices by technical and medical educational institutions and universities in matters related to charging of capitation fees, making admissions not according to merit, making of false claims on the availability of infrastructure, faculty or recognition of the institution etc. Law for mandatory assessment and accreditation in higher education through an independent regulatory authority: A proposal for mandatory accreditation in higher education and creation of an institutional structure for the purpose of regulation of the process of accreditation through an independent regulatory authority is under consideration. Such an accreditation process would provide a common frame of reference for students and other stakeholders to obtain credible information on academic quality across institutions as required.

- **Law to establish a Tribunal for fasttrack adjudication of disputes concerning stakeholders:** A proposal to establish Tribunals at State and National levels for fast-track adjudication of the entire gamut of disputes concerning stakeholders that arise in the higher education sector.

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➢ **Establishment of a National Education Finance Corporation:** A proposal for the establishment of a National Education Finance Corporation for fulfilling a need to devise an institutional mechanism that can nurture the philanthropic tradition of the past in the education sector and provide institutions a means to access comparatively low-cost funds which could develop into a self-sustaining spiral of improving access and quality and enhancing the expansion needs of the sector.

➢ **Establishment of a national database of academic qualifications:**

A proposal for establishment of a national database of academic qualifications created and maintained in an electronic format by an identified, registered depository is under consideration which would provide immense benefit to institutions, students and alumni and employers by enabling online access of academic qualifications, eliminating the need for persons to approach educational institutions for obtaining transcripts or for verification as well as reduce the need for institutions to preserve records related to academic performance of students for a number of years.

➢ Government has decided to provide full interest subsidy on education loans taken by poor students to pursue technical and professional courses and fixed their parental income limit at Rs 4.5 lakh per annum to avail the benefit.

➢ **Equal Opportunity Offices** (EOCs) to be created in all Universities for effective implementation of schemes for disadvantaged sections of society. An amount of Rs 3 lakh per university has been sanctioned to each of the 167 eligible universities.

➢ **Review of the functioning of the existing Deemed Universities:** Pursuant to receipt of information regarding dilution in academic standards in some institutions which were declared as 'deemed-to-be universities', and allegations of some of them demanding capitation fees from students for admission, the Government ordered a review of the functioning of such institutions, both, by the University Grants Commission as well as by an independent team of experts. The UGC was entrusted with the review of adequacy of infrastructure and teaching resources (faculty) in existing institutions 'deemed to be universities' as well as compliance regarding rectification of deficiencies pointed out in their periodic
inspections. Independent of the review by the UGC, a Review Committee comprising of independent experts was constituted by the Ministry on 06/07/2009 to review the functioning of existing institutions 'deemed to be universities' to ascertain whether these institutions were indeed serving the purposes for which they were so declared and whether they complied with the conditions stipulated in the notification. The Review Committee gave its report to the Government on 20/10/2009. On 16/11/2009, a Task Force consisting of the same members as that of the Review Committee was set up to advise the Government on how to go about the implementation of the recommendations of the Review Committee. The terms of reference were - (a) protecting interests of students; and, (b) draft UGC Regulations on deemed to be universities. The Task Force has given its Part-Final report (on 24/12/2009) containing their suggestions on protecting the interest of students on revoking declaration of the relevant deemed to be university. The report on the draft UGC regulations on deemed universities is yet to be given. Government has accepted both the Report of the Review Committee and the Part Final Report of the Task Force. As per directions of the Hon'ble Supreme Court, status quo has been maintained till the further orders in the matter by the Hon'ble Court.

- **Law to amend the Copyright Act 1957** to address the concerns relating to copyrights of various stakeholders Bill for amendment to Copyright Act 1957 is ready for introduction in the Parliament. Colleges/University departments to be provided with broadband internet connectivity under the "National Mission on Education through Information and Communication Technology (ICT)" E-learning material such as, Video Lectures etc. will be provided to colleges free of cost under the National Mission on Education through ICT.

- **Assistance to States to establish** 178 new polytechnics in districts without any polytechnic at present. Financial assistance has been released to the State Governments for starting 178 new Polytechnics in the hitherto uncovered districts, for strengthening the infrastructure of 55 existing Polytechnics, and for the construction of 120 women hostels in 120 Polytechnics.

- Operationalising 703 revamped Community Polytechnics for skill development of rural youth. 703 Community Polytechnics have been sanctioned.
1.24 NCHER BILL

In the year 2011, a bill was introduced in the Parliament of India on the establishment of the National Commission for Higher Education and Research (NCHER) by the central government with an objective to bring in a superlative higher education system that would be best in its quality offerings, thereby subsuming the existing bodies, namely the University Grants Commission (UGC), AICTE, National Council of Teacher Education, Distance Education Council, and other related academic councils associated with the higher education activities. This autonomous National Commission for Higher Education and Research will prescribe standards of academic quality and define policies for advancement of knowledge in higher educational institutions, based on the principle of enhancing autonomy of universities and institutions of higher learning and research. The said proposal is based on the recommendations of Yash Pal Committee and National Knowledge Commission for establishment of such an over-arching authority. A Task Force was constituted for aiding and advising the Government in the establishment of the Commission. According to the bill, it would be deciding on granting in the authorization status to the requesting universities/colleges within 30 days of their application, provided the applying institutions comply with the standards of the commission. It also has the power to validate the standards and academic quality of such institutions. Moreover, it does aid, advise, and make recommendations regarding the maintenance and promoting the higher academic quality standards. The members of NCHER will be appointed by the President of India and the commission would in turn be constituted by the HRD ministry of the country. The objectives and the proposed functionalities of the NCHER are described as follows:

- It would be functioning as the responsible body of higher education and would in turn be working on the strategies of expanding the higher education in the prospering direction.

- It will be transparent in its operations that are designed for the good governance of the quality and standards of higher education. Further it will

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Yashpal Committee Report to Advise on Renovation and Rejuvenation of Higher Education
also be acting as a liaison between the state and central universities, thereby bridging the gap between the two.

- It will be getting connected with the industry and other economic sectors for promotional activities.

- The NCHER will also be conducting the disciplinary activities in the universities and colleges in order to maintain the higher quality grades in the higher education system and would be consistently conducting promotional activities in creating an awareness on the reforms of higher education.

- It performs two major functions, namely allocating the funds and academic direction. It is fairly a management remedy, as the existing commissions like UGC has failed to succeed creatively, thus high expectations are there on the commission regarding innovative remedies and academic standards.

But the disputes against the commission have also been equally raised, as the commission’s activities are entirely based on the seven members who are in turn appointed by the president, hence the risks of losing the public comments and necessary feedbacks are quiet higher. Further the bill also aims at centralizing the power of higher education system, which has resulted in curbing off the control of state governments to administer the higher education system pertaining to specific regional standards.

1.25 STATUS OF WOMEN IN HIGHER EDUCATION

There has been a phenomenal growth in a number of women enrolled in higher education since independence. Women enrolment was less than 10% of the total enrolment on the eve of independence and it has risen to 41.40% in the beginning of the academic year 2009-10. Women enrolment as a percentage of total enrolment in a state is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute number of women enrolment, Uttar Pradesh tops the list of states with 8.0 lakhs, followed by Maharashtra with 7.8 lakhs, etc. The faculty-wise distribution of women enrolment at the beginning of academic year 2009-10 had been as under:

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22 Annual Report, 2009-2010, MHRD Govt. of India
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Women Enrolment</th>
<th>Percentage of total women enrolment commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>915719</td>
<td>16.21%</td>
</tr>
<tr>
<td>Education</td>
<td>180771</td>
<td>3.20%</td>
</tr>
<tr>
<td>Engineering/Technology</td>
<td>276806</td>
<td>4.90%</td>
</tr>
</tbody>
</table>

1.26 GROWTH OF HIGHER EDUCATION SYSTEM

There were 20 Universities and 500 Colleges at the time of independence. At present, there are 504 Universities and university-level institutions (as on 31.12.2009) - 243 State Universities, 53 State Private Universities, 40 Central Universities, 130 Deemed Universities, 33 institutions of national importance established under Acts of Parliament five Institutions established under various State legislations. In addition, there are 25,951 Colleges including around 2,565 Women Colleges. Out of 25,951 Colleges, 7,362 Colleges (28%) have been recognized under Section 2 (f) and 5,997 Colleges (23%) under Section 12-B of the UGC Act, 1956. At the beginning of the academic year 2009-2010, the total number of students enrolled, in the formal system, in the Universities and Colleges has been reported at 136.42 lakhs - 16.69 lakhs (12.24%) in University Departments and 119.73 lakhs (87.76%) in affiliated colleges.

The enrolment of women students at the beginning of the academic year 2009-10 was 56.49 lakhs constituting 41.40% of the total enrolment of the total women enrolment, 14.72% women have been enrolled in professional courses. The women enrolment as a percentage of total enrolment in States is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute numbers of women enrolment, Uttar Pradesh tops the list of States with 8.00 lakhs, followed by Maharashtra (7.8 lakhs). The number of doctoral degrees (Ph.D. only) awarded by various universities (during 2007-08) was 13,237. Out of which, the faculties of Sciences had the highest number with 4574 degrees, followed by the faculties of Arts with 4405 degrees. These two faculties together accounted for 67% of the total number of doctoral degrees awarded.

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The regular faculty strength in universities was 0.90 lakhs (15%) and 4.98 lakhs (85%) in Colleges, totalling 5.89 lakhs in the beginning of the reporting year.

### 1.27 GROWTH OF TECHNICAL INSTITUTIONS

The growth of management education (MBA & PGDM) is shown in the following figures. Figure 1.27.1 shows growth of degree institutions in MBA-MCA since 1990. Figure 1.27.2 shows growth of Sanctioned intake in degree MBA-MCA since 1990. Figure 1.27.3 shows growth of management Education Institutions an intake capacity from 1993-1997. Table 1.27.1 shows growth of management institutions since 1993 in India. Table 1.27.2 shows Growth of management institutions since 2000 in Delhi & Haryana.

**FIGURE: 1.27.1 Growth of degree institutions in MBA-MCA since 1990**

**FIGURE: 1.27.2 Growth of Sanctioned intake in degree MBA-MCA since 1990**
FIGURE: 1.27.3 Growth of management Education Institutions an intake capacity

Source: Technical Education In Independent India 1947-1997, AICTE 1999
### Table: 1.27.1 Growth of management institutions since 1993 in India

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Programmes</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>220</td>
<td>25220</td>
</tr>
<tr>
<td>1994</td>
<td>311</td>
<td>32874</td>
</tr>
<tr>
<td>1995</td>
<td>312</td>
<td>38494</td>
</tr>
<tr>
<td>1996</td>
<td>499</td>
<td>44723</td>
</tr>
<tr>
<td>1997</td>
<td>580</td>
<td>49558</td>
</tr>
<tr>
<td>1998</td>
<td>584</td>
<td>49638</td>
</tr>
<tr>
<td>1999</td>
<td>647</td>
<td>53667</td>
</tr>
<tr>
<td>2000</td>
<td>712</td>
<td>57977</td>
</tr>
<tr>
<td>2001</td>
<td>749</td>
<td>60224</td>
</tr>
<tr>
<td>2002</td>
<td>819</td>
<td>65102</td>
</tr>
<tr>
<td>2003</td>
<td>930</td>
<td>64403</td>
</tr>
<tr>
<td>2005</td>
<td>1022</td>
<td>80196</td>
</tr>
<tr>
<td>2006</td>
<td>1132</td>
<td>94704</td>
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<tr>
<td>2007</td>
<td>1149</td>
<td>121867</td>
</tr>
<tr>
<td>2008</td>
<td>1523</td>
<td>149555</td>
</tr>
<tr>
<td>2009</td>
<td>1940</td>
<td>179561</td>
</tr>
<tr>
<td>2010</td>
<td>2262</td>
<td>277811</td>
</tr>
<tr>
<td>2011</td>
<td>2385</td>
<td>352571</td>
</tr>
</tbody>
</table>

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Replies to parliamentary standing committee on HRD submitted by AICTE (Sep 16, 2008)
### Table: 1.27.2 Growth of management institutions since 2000 in Delhi & Haryana

<table>
<thead>
<tr>
<th>Year</th>
<th>Delhi</th>
<th>Haryana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Institutions</td>
<td>Intake</td>
</tr>
<tr>
<td>2000-01 (As on 31.3.2000)</td>
<td>32</td>
<td>5800</td>
</tr>
<tr>
<td>2003-04 As on 31.3.03</td>
<td>36</td>
<td>5920</td>
</tr>
<tr>
<td>2005-06 As on 31.3.06</td>
<td>34</td>
<td>6045</td>
</tr>
<tr>
<td>2007-08 As on 31.8.07</td>
<td>33</td>
<td>5180</td>
</tr>
<tr>
<td>2008-09 As on 30.6.08</td>
<td>37</td>
<td>6330</td>
</tr>
<tr>
<td>2009-10 As on 31.3.09</td>
<td>35</td>
<td>7031</td>
</tr>
</tbody>
</table>

AICTE Handbook for approval process 2012-13
AICTE Annual Report 2005-06
AICTE Handbook 2006-07
Replies to parliamentary standing committee on HRD submitted by AICTE (Sep 16, 2008)
SUMMARY

The objective of this study is to evaluate the effectiveness of AICTE in managing private MBA institutions and perception of stakeholders about AICTE. The AICTE was established in 1945 for proper planning and coordinated development of technical education system throughout the country. Management education as a separate discipline emerged in 1881, at the University of Pennsylvania, USA. The All India Board of Studies in Management was set up in 1953. Management Education in colleges affiliated to universities started with Calcutta in 1954. The first IIM, was set up in Calcutta in 1961. Distance education in management was first started by the School of Management Studies (SOMS) of Indira Gandhi National Open University (IGNOU) in January 1987. The National Policy on Education (NPE-1986) was approved by Parliament, which defined government policy in the area of technical and management education.

AICTE Bill was introduced in Parliament and passed as the AICTE Act No. 52 of 1987. The Act came into force w.e.f. March 28, 1988. The statutory AICTE was established on May 12, 1988 with a view for proper planning and coordinated development of technical education system throughout the country. The Council, All India Boards of studies, the Executive Committee, and eight Regional Committees are all of statutory in nature and collectively constitute its governance. AICTE has constituted the National Board of Accreditation (NBA) in September, 1994 to make recommendations with regard to issues of quality assurance and quality management in technical education in India. In accordance with the functions assigned to it under Clause 10(k) of the AICTE Act, the Council grants approvals for starting new technical institutions and for introducing new courses in already approved institutions.

The Council promotes innovations and research and development in established and new technologies to meet developmental requirements of the country and for the overall improvement of educational process. Towards these ends, the Council operates financial aid schemes namely, MODROBS, RPS, NCP. The Council promotes link between technical education system and industry and research community. For the purpose, the Council operates various schemes, viz, IIPC, EDC, and NAFETIC. There are several schemes for faculty development, namely, (QIP),
(CAYT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, SDP, NDF, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/ Bodies.

The Council made regulations known as ‘AICTE Regulations for Entry and Operation of Foreign Universities in India imparting technical education, 2005’ for regulating entry and operation of Foreign Universities/ Institutions imparting technical education in India.

Recently AICTE has taken initiatives for the first national-level Common Management Admission Test (CMAT-2012), the council is conducting online test from February 20-28, 2012 in 61 cities. Companies registered as non-profit entities under Section 25 of the Companies Act 1956 are allowed to establish technical institutions. The web portals of the AICTE and NBA were launched on 7th January, 2010 to bring in transparency, accountability, efficiency in its decision-making process and to facilitate tracking of application at each stage

The MHRD has taken a number of initiatives to improve the standard of education in quantity as well as in quality from elementary level to higher and technical education. Sarva Shiksha Abhiyan is a major flagship programme of the Government which addresses the national resolve of universalizing elementary education. The Right of Children to Free and Compulsory Education Act, 2009 was notified on 27th August, 2009. It provides right of children to free and compulsory education till completion of elementary education in a neighborhood school. In the year 2011, a bill was introduced in the Parliament on the establishment of the NCHER with an objective to bring in a superlative higher education system that would be best in its quality offerings, thereby subsuming the existing bodies, namely the UGC, AICTE and NCTE.

The Knowledge Commission headed by Sam Pitroda was in favour of a single autonomous body to regulate all education. Prof Yashpal committee suggested the scrapping of all higher education regulatory/monitoring bodies and creation of a super regulator: a seven-member Commission for Higher Education and Research (CHER).