

ITEM — 1 TO CONSIDER INVOLVEMENT OF STATE GOVERNMENTS AND UNION TERRITORY ADMINIS-TRATIONS IN THE IMPLEMENTATION OF THE AICTE ACT. 52 OF 1987.

BACKGROUND OF THE AICTE ACT

The coordination and determination of standards in technical institutions has been the constitutional responsibility of the Central Government even before inclusion of education in the concurrent list. To ensure the coordinated development of technical education in accordance with approved standards, the All India Council for Technical Education (hereinafter referred to as the Council) was set up in 1945 as a National Apex Body to advise the Central Government on the development of technical education. The recommendations made by the Council from time to time were accepted by the Central and State Governments especially during the first three Five-Year Plans, when funds for normal development of technical education were released by the Central Government on specific recommendations of the Council. This situation changed from the 4th Five-Year Plan onwards, when funding pattern changed to block grants to States for utilisation according to the relevant State Plans. With this change in the funding pattern, important recommendations of the Council for maintenance of standards were either neglected or overlooked by some of the States. A serious situation arose due to the mushroom growth of a large number of private technical education institutions without adequate infrastructural facilities and some of them also indulged in charging of capitation fees.

ENACTMENT OF THE AICTE ACT 52 OF 1987

This situation was discussed in various fora and it was decided that in order to ensure a balanced development of technical education, both in terms of quality and quantity, the Council should have statutory authority to regulate and maintain standards of technical education.

Recognising the need to ensure coordinated and integrated development of technical and management education, the National Policy on Education 1986 stipulates that :

"The All India Council for Technical Education will be vested with statutory authority for planning, formulation and maintenance of norms and standards, accreditation, funding of the priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board."

A National Working Group was appointed by the then Union Minister for Human Resource Development to look into the role of the Council in the context of the issue of proliferation of engineering institutions, maintenance of standards and other related matters. The Working Group recommended that the Council would need to be vested with the necessary statutory authority for making it effective. This would necessitate restructuring and strengthening of the Council with the necessary professional infrastructure and operating mechanism.

In pursuance of these recommendations, the AICTE Bill was introduced and passed by both the Houses of Parliament as AICTE Act No.52 of 1987, for setting up of the Statutory Council for :

- (a) proper planning and coordinated development of technical education system throughout the country.
- (b) promotion of qualitative improvement of technical education in relation to planned quantitative growth, and
- (c) regulation of the system and proper maintenance of norms and standards.

The AICTE Act came into force with effect from the 28th of March, 1988.

INVOLVEMENT OF STATE GOVERNMENTS IN IMPLEMENTATION OF THE AICTE ACT

1. Representation is given to States on all the policy-making bodies of the AICTE, namely the Council, the Executive Committee, the Boards of Studies, the Regional Committees and Committees set-up for specific tasks.
2. Development proposals are considered only after the same are supported by the concerned State Government.
3. State Governments are always involved during Expert Committee visits for assessment/review/approval of institutions/courses.
4. AICTE approval letters are issued to the concerned State Governments/UTs with the request that implementation as per norms and standards and conditions laid down be monitored and ensured by them.

KALYANAKRISHNAN COMMITTEE

The AICTE Act, 52 of 1987, came into force with effect from March 28, 1988 for the purposes of proper planning, co-ordinated development and regulation of technical education system throughout the country. While implementing the Act, some States and Union Territories expressed the view that their roles in the implementation of the Act have not been properly spelt out. This matter came up for discussion in the Conference of State Education Secretaries and Directors of Technical Education held on January 30, 1990. The then Union Minister for Human Resource Development, in his capacity as Chairman of the AICTE, appointed a Committee under the chairmanship of Shri J.A. Kalyanakrishnan, Member UPSC, to consider the matter and make recommendations to the Council. Five States (Karnataka, Madhya Pradesh, Tamil Nadu, Gujarat and West Bengal) were represented on this Committee.

The Committee held its First Meeting on 21.9.1990 and discussed a number of suggestions received from the State Govts. While the State representatives appreciated the passing of the AICTE Act, it was pointed out that this Act did not spell out the roles for the State Governments, UTs, State Boards and Universities. It was also felt that powers of the Council also need to be delegated to the Regional Committees.

Based on the discussions held, it was decided that all State Govts. and Union Territories should give specific comments and suggestions for consideration in the Second Meeting of the Committee. Accordingly, all State Governments and UTs were requested to send their suggestions. A brief resume of the suggestions received from the State Governments is given below :-

1. The Council may lay down minimum norms and standards for courses, admissions and tuition fees etc., and the States may implement these.
2. The Council may grant approval for starting new technical institutions on the recommendations of the State Governments/Universities/State Boards. The States and affiliating bodies may continue to enjoy their respective powers.
3. States be given freedom in the matter of eligibility criteria for admissions.
4. It may be made clear in the Act that State Governments and Universities/State Boards continue to enjoy powers to inspect and take action on erring institutions. The Inspection Committees of the Regional Committees may include representatives of State Governments and affiliating bodies.

5. All States should be permanently represented on the Council instead of by rotation. R&D organisations and Central Research Laboratories be also given representation on the Council.
6. The Act may be strengthened with powers to close down institutions and courses.
7. Council may indicate the main criteria for performance evaluation and the State Governments, and Universities may evolve suitable performance appraisal system.
8. A time schedule should be there for clearance of proposals.
9. Regional Committees be given powers to deal with polytechnic education.
10. Council may issue a directive to stop admission to unapproved institutions.
11. A joint Committee be set up concerning various Acts, viz., AICTE, Council of Architecture, Pharmacy Council of India, Board of Mining Engineering Education & Training, to deal with common subjects.
12. The Act must include penal provisions to deal with defaulting institutions.
13. Role of State Boards of Technical Education be defined.

The comments and suggestions received from the State Govts. and UTs were considered in the Second Meeting of the Committee held on February 1, 1991. It was noted that the issue of delegation of powers to State Governments and Regional Committees has gained an urgency because of difficulties being felt in the processing of proposals within the provisions of the law and the purposes of the Act. It was, therefore, decided that the Committee may submit Part-I of its report relating to the procedures for dealing with the proposals requiring AICTE approval under the law for adjusting intake, starting of new courses or establishment of new institutions, and for that purpose the extent to which the powers to act on behalf of the AICTE are to be delegated should be outlined.

The remaining issues were decided to be considered for preparation of Part-II of the report, as these require further discussions and consideration.

Accordingly, the Committee finalised Part-I of the report. In a nutshell, the Committee has recommended the following:-

1. The State Governments and UTs may redistribute and adjust the intakes in the AICTE approved engineering colleges and polytechnics provided that (a) there is a felt need based on manpower assessment, (b) infrastructural facilities are available/will be provided by the State Govt./UT, and (c) necessary funds are available with the State Govt./UT or the Society for the purpose.
2. The Regional Committees may approve introduction of new diploma courses in the existing AICTE approved polytechnics provided that (a) the courses proposed to be introduced are from amongst the courses already approved by the Council, (b) there is a felt need based on manpower assessment, (c) necessary funds are available, and (d) the Regional Committees has assessed the infrastructural facilities.
3. The proposals for starting of new polytechnics and new engineering colleges as well as starting of new degree courses in the engineering colleges should continue to be decided by the AICTE based on the recommendations of the Regional Committees.

The other suggestions made by the States and UTs will be considered in Part-II of the Kalyanakrishnan Committee report.

A copy of the Part-I of the report of the Kalyanakrishnan Committee is placed at Annexure-1.

The report has been accepted by the Executive Committee of the AICTE in its meeting held on 24.1.92. It has now been referred to the Ministry of Law & Justice for seeking guidance on the delegation of functions as proposed in the light of provisions of the AICTE Act 52 of 1987.

ITEM - 2 TO TAKE NOTE OF THE ACTION TAKEN BY THE AICTE TO
STREAMLINE THE PROPOSALS OF ASSESSMENT OF DEVELOPMENT
PROPOSALS

1. LAYING DOWN OF CONDITIONS TO BE FULFILLED BY PRIVATE
TECHNICAL EDUCATION INSTITUTIONS.

The Executive Committee Meeting at its 4th Meeting held on 27.1.1992 has approved the slightly modified conditions to be fulfilled by private technical education institutions requiring approval of the AICTE (Annexure-III). The Undertaking to be given by the institutions in this regard is also enclosed (Annexure-IV).

One of the conditions laid down therein is that the affiliating body (University or the State Board) should give an assurance that the proposed course/institution would be affiliated in accordance with their laid down procedures provided the same is approved by the AICTE.

The Executive Committee has also laid down the model constitution of the governing body of non-government grant-in-aid and self-financing technical education institutions and the appointment of Chairman of the Governing Body.

In accordance with these guidelines, all proposals are required to be recommended/forwarded by the State Government to the AICTE alongwith manpower information and justifications.

2. REVISED PROCEDURE FOR PROCESSING OF PROPOSALS FOR STARTING
POST-GRADUATE COURSES IN ENGINEERING AND TECHNOLOGY.

In order to ensure expeditious consideration and disposal of proposals for introduction of Post-Graduate courses in Engineering and Technology, the existing procedure has been revised as per guidelines enclosed (Annexure-V). Under this procedure the AICTE's Secretariat would refer the proposal initially to atleast three referees out of the list of referees approved by the Post-Graduate Board. Based on the advice of these referees the proposals would be considered and recommended by the Post-Graduate Board to the Executive Committee.

A format for submission of proposals has also been revised and standardised.

3 PROCEDURE FOR PROCESSING OF PROPOSALS FOR STARTING INSTITUTIONS AND COURSES RELATED TO MANAGEMENT EDUCATION

The Executive Committee of the AICTE at its 4th Meeting held on 27.1.1992 has approved the new procedure for consideration and processing of proposals in the field of management education (Annexure-VI). Under this procedure, the proposals would be referred to atleast 3 referees nominated by the Management Board. The Management Board would examine the comments received and would accordingly make recommendations to the Executive Committee.

A format for submission of proposals has also been developed and standardised.

4. MAKING THE BOARDS OF STUDIES OF THE AICTE FUNCTIONAL

The AICTE Act, 1987 interalia provides that Council shall appoint All India Boards of Studies to advise the Executive Committee on academic matters falling in its area of concern including norms, standards, model curricula, model facilities, and structure of courses.

The following Boards of Studies, constituted and notified by the Council, have started functioning :-

- (1) All India Board of Technician Education.
- (2) All India Board of Post-Graduate Education & Research in Engineering & Technology.
- (3) All India Board of Management Studies.
- (4) All India Board of Studies in Architecture and Town Planning.

STEPS TAKEN FOR
5. REDUCING THE PENDANCY OF PROPOSALS.

The AICTE Secretariat has been concerned with the increasing pendency of proposals from State Governments and UT Administrations for development of technical and management education. and has therefore taken the following steps to expedite consideration and assessment of proposals speedily.

- (a) The Post-Graduate Board and Management Board have already laid down the revised procedure for assessment of proposals within their purview to reduce pendency.

- (b) The Additional Secretary (T) of the AICTE has initiated visits to the Directorates of Technical Education in each State to discuss across the table the problems associated with the clearance of proposals and to take/suggest on-the-spot remedial actions.
- (c) Regional Committee Chairmen and the Regional Officers have been advised to appoint consultants (to compensate for manpower shortage) to assist him in professional functions.
- (d) A format for the Expert Committee reports has now been developed and standardised for ensuring sufficiency of parameters coverage for bringing about a uniformity and for removing subjectiveness and ambiguity from the reports.

REPORT ON THE ROLE OF STATE GOVERNMENTS/UNION TERRITORIES
ETC. IN THE IMPLEMENTATION OF THE AICTE ACT, 1987

INTRODUCTION

The All India Council for Technical Education (AICTE) was made a statutory body under the AICTE Act 1987 for the proper planning, co-ordinated development and regulation of technical education throughout the country. This Act came into force w.e.f. 28th March, 1988. The Act inter-alia provides that the Council will grant approval for starting new technical institutions and for introduction of new courses or programmes. While implementing the Act, some States and Union Territories (UTs) expressed the view that the role of State Governments and UT Administrations in the implementation of the AICTE Act has not been properly spelt out in the Act, the matter came up for discussion in the Conference of State Education Secretaries and Directors of Technical Education held on 30 January 1990. On the basis of the suggestions made, it was decided that a Committee should be appointed to consider the issues involved.

APPOINTMENT OF THE COMMITTEE

The Minister of HRD in his capacity as Chairman of the Council accordingly appointed a Committee under the Chairmanship of Shri J.A. Kalyanakrishnan, Member, UPSC, New Delhi to consider the matter and make recommendations to the AICTE. The Composition and terms of reference of the Committee are placed at APPENDIX-VII.

FIRST MEETING OF THE COMMITTEES

The first meeting of the Committee was held on 21 September 1990. In this meeting it was noted that since 1945, the AICTE has been functioning as an advisory body for the development of technical education in the country. In course of time, some aberrations (notably uneven and mushroom growth of institutions, commercialisation etc.) crept into the system. To check these trends, the Council was given statutory powers under the AICTE Act 1987.

Prior to the enactment of the Act, the proposals for development of technical education including starting of new institutions/courses, were required to be forwarded through the State Government with a commitment that Plan provision existed for expenditure on the scheme including grant-in-aid. Due to increasing cost for development of technical education and limited resources available with the State Governments, it was not possible for the State Governments to include all the schemes

in their Plans. The statutory Council decided to continue the practice that proposals for starting new institutions/courses should be first vetted by the State Governments, and the proposal is sound, and financially viable, and if the University/State Board of Technical Education is agreeable to affiliate the institution/courses, then the State Government could forward the proposal to the Council for consideration.

While the State Governments appreciated the passing of the AICTE Act, it was pointed out that the AICTE Act did not provide any role for the State Governments, UTs, State Boards and Universities. Further, the passing of the Act has in effect questioned the authority of the State Governments/Universities/Boards, etc. It was also suggested that some of the powers of the Council should be delegated to the Regional Committees of the Council and the State Governments. After detailed discussion, the following suggestions were made:

1. The Regional Committees be delegated such powers that the proposals examined and approved by the Regional Committees are not subjected to further scrutiny by the Council.
2. A proper manpower information system needs to be developed by NTMIS/STMIS, so that, the proposals of the State Governments can be subjected to scrutiny from the angle of manpower requirements.
3. The responsibilities of the State Governments, Universities etc. may be clearly defined and linkages with Council elaborated for harmonious functioning.
4. A system of laying down norms and standards which are respected and implemented by the academic bodies should be evolved.
5. The State Governments may be delegated powers to adjust seats amongst the approved disciplines within the overall intake capacity for under-graduate and diploma courses.
6. The State Boards of Technical Education and Universities may be given a role for development of curricula. Care should be taken to promote innovation and to encourage initiatives.
7. The University being the local academic body should have a major say in approving the academic content of the new programmes/courses/institutions. To that extent the procedure will have to be revised and intimated to all concerned.
8. The Council may expedite action to curb commercialisation of technical education.
9. The Council may take up the task of release of grants/funds for development in crucial areas.
10. There are other statutory bodies like the Council of Architecture, Pharmacy Council of India, Council of IITs etc. which deal with some specific areas of the technical education system. Some mechanism needs to be devised, so that, these Statutory bodies do not work at cross purposes with the AICTE.

11. The AICTE Act does not have any penal clause except for recommending to the appropriate authorities de-recognition of a programme or an institution. Action is often required for closing down an institution or a programme which violates the Act. The Act may be suitably strengthened in this area and suitable powers may be given to the State Government/University for taking such action.

12. the understanding of the Act by the legal luminaries is different from that of technical personnel. This has led to various writs in Courts. Legal advice should be taken and regulations framed giving clear directives for all concerned.

13. It may not always be necessary or desirable to provide for common standards all over the country. It would suffice to lay down minimum standards.

14. It was noted that a number of promotional schemes for the development of technical education presently being handled by the Bureau of Technical Education are to be transferred to the AICTE, once the Council establishes itself with adequate staff. The Secretariat of the Council and that of the Regional Committees should be strengthened expeditiously to take up the assigned jobs

Based on the points raised and discussions held, it was decided that all State Governments/UTs be requested to give specific comments and suggestions, which may be considered in the second meeting of the Committee.

SUGGESTIONS FROM STATE GOVERNMENTS

The State Governments and UTs were accordingly requested to send their comments and suggestions on their role in the implementation of the AICTE Act and related matters. A number of suggestions were received from the State Governments/UTs covering the following points:

- Norms and standards for courses
- Norms for tuition fees
- Procedure for starting of new institutions/courses
- Guidelines for admissions
- Inspection of technical institutions
- Constitution of the Council
- Procedure for closure of institutions
- Time schedule for assessment of proposals
- Delegation of Powers to the Regional Committees
- Linkages with other statutory agencies
- Role of State Boards of Technical Education

These suggestions were analysed and placed before the second meeting of the Committee.

SECOND MEETING OF THE COMMITTEE

The Second meeting of the Committee was held on February 1, 1991. In this meeting, the following three items were discussed:

- 1) Summary of comments and suggestions received from the State Governments and UTs.
- 2) The role of State Governments/UTs in the implementation of the AICTE Act and suggestions for delegation of powers to Regional Committees, State Governments, etc.
- 3) Suggestions for amendments in the AICTE Act.

The Committee examined the comments and suggestions received from the State Governments, UTs, Regional Committees, etc. It was decided that the Committee may submit part-I of its report dealing with the procedures for dealing with the proposals requiring AICTE approvals under the law for adjusting intakes, start of new course or opening of new institutions and for that purpose outline the extent to which the powers to act on behalf of the AICTE may be decentralised at the State Government/UT level and the Regional Committee level. This issue has an urgency because of difficulties being felt in the processing of proposals in the pipeline within the provisions of the laws and the purposes of the Act. The question of amendment of the Act, penal provisions and working relationship with the University Grants Commission etc. will be taken up in part-II of the report, as these require further discussion and consideration.

Accordingly, part-I of the Committee's Report is enclosed.

REPORT ON THE ROLE OF STATE GOVERNMENTS/UNION TERRITORIES
IN THE IMPLEMENTATION OF THE AICTE ACT, 1987

PART-I

1. CONSTITUTIONAL OBLIGATION

Entry 66 in the Union List in the Constitution of India stipulates that the coordination and determination of standards in the scientific and technical institutions is the responsibility of the Central Government.

2. AICTE ACT, 1987

The All India Council for Technical Education (AICTE) has been given the statutory authority under the AICTE Act, 52 of 1987 for the proper planning and co-ordinated development of the technical education system throughout the country, promotion of qualitative improvement of such education in relation to planned quantitative growth, and regulation and proper maintenance of norms and standards in the technical education system and other matters connected therewith.

3. FUNCTIONS OF THE AICTE

The functions of the Council as defined under the AICTE Act, are attached (Extracts). These include inter-alia co-ordinated development of technical education based on assessed manpower requirements, laying down guidelines, norms & standards for admissions, for fee structure, and courses etc.; promotion of innovation & research; promotion of technical education for women and for handicapped; grant of approval for starting new technical institution/programmes and other related aspects to maintain quality and standards of technical education at all levels.

4. BODIES SET UP BY COUNCIL

The Council has set up All India Boards of Studies at post-graduate, undergraduate and diploma (technician) level programmes in Engineering and Technology, and All India Board of Management Education as its academic wings; and its Regional Committees as executive wings.

5. NORMS & STANDARDS

The primary concern of the Council is to maintain standards which include admissions on merit, laying down minimum norms & standards for courses and programmes, proper training facilities

and proper assessment methodology etc. The Council, therefore, decided to lay down norms and standards to serve as guidelines to all concerned with the technical and management education system. Conscious restraints have been used by the statutory Council in preparing the norms and standards for courses and programmes in the fields of Engineering, Architecture, Pharmacy and Management by taking into account the existing facilities for technical and management education and the infrastructure available. These norms, standards and guideline give certain amount of choice and flexibility for implementing the schemes/programmes without lowering the quality of technical education. Besides serving as guidelines, these norms and standards serve as gauges for assessing the quality and standards of technical education conducted by the technical institutions leading to the recognition/approval by the Council for the institutions and programmes. It is essential that the minimum norms are maintained by the institutions.

6. MANPOWER REQUIREMENTS

The guidelines for starting institutions/courses/programmes laid down by the Council include inter-alia, technical manpower requirements besides other factors which are broadly based on the functions assigned to the Council under the Act. It is necessary for the State Governments to assess the future technical manpower needs to justify starting of new institutions/courses/programmes. For this purpose the States can be assisted by the National Technical Manpower Information System (NTMIS) in order to assess and forecast the future technical manpower requirements. This is necessary to plan the proper development of technical education.

7. LEVEL OF COURSES

The Council is broadly concerned with the Polytechnic education; the under-graduate education; and the post-graduate education and research in Engineering, Technology, Pharmacy, architecture, Applied Arts and also with the Post-graduate education in Management. In so far as Polytechnic education is concerned, this is substantially to meet the technician level requirements within a State and has to take into account the manpower needs and opportunities within the State. The mobility amongst the diploma holders is generally restricted to the State or to the region. The assessments of technical manpower at engineering degree level have to be made keeping in view their greater role for the country as a whole. The incidence of mobility amongst degree holders is more. The post-graduate degree holders and research scholars are employed on all India bases and there is sufficient mobility at this level in industrial/academic fields. The procedures for dealing with technical education at various levels have to take due note of these broad factors.

8. GUIDELINES TO BE FULFILLED FOR SETTING UP NEW TECHNICAL INSTITUTIONS AND STARTING NEW COURSES

The Council has laid down guidelines for fulfillment to set up technical institutions and/or for starting new courses. It includes inter-alia financial and academic viability of the proposal; proper management system, provision of infrastructure and other facilities as per Council's norms; admissions on merits; proper assessment of future technical manpower needs in emerging areas; charging of prescribed fee; recruitment of qualified staff etc.

9. PROCEDURE FOR SUBMISSION OF PROPOSALS

The AICTE has decided as a matter of policy that all proposals for development of technical education including increase/decrease in the intake in the existing courses; starting of new courses in the existing approved institutions; starting of new technical institutions etc. should be routed through the State Governments concerned to enable the State Government to comment and recommend on the viability of the proposals which are based on the guidelines laid down by the Council. The proposal is thus formulated and examined by the concerned Regional Committee of the Council by getting it evaluated by a Visiting Committee and the recommendations of the Regional Committee is then considered by the Council. While considering the proposals, the Council takes care to ensure that it has the support of the State concerned and the affiliating authority, namely the University/State Board of Technical Education, have agreed in principle to give affiliation to the courses/institutions and the proposal is financially and academically viable etc.

10. FUTURE PERSPECTIVE

The proposals for development of technical education at each of these levels may include:

- (a) Increase or decrease in intake capacity in the existing approved courses in the approved institutions;
- (b) Addition of new courses/programmes in the existing approved institutions;
- (c) Starting of new technical institutions.

The Advisory All India Council for Technical Education had laid down the procedure for processing the proposals from the various State Governments by the concerned Regional Committees and the recommendations of the Regional Committees were then considered for approval by the Council. With the Act coming into force, the Statutory All India Council for Technical Education for the time being has continued to follow the same old procedure except for a brief period when a few proposals were considered by the Statutory AICTE direct. However, the Council, thereafter, decided to continue the previous procedure of inviting proposals through the State Governments in order to enable the State

Governments to examine and recommend only those proposals which are financially and academically viable and which are in accordance with the guidelines laid down by the Council. Future perspective of the Council is to let the existing authorities in the technical education system function effectively consistent with the provisions of the Act. It is in this context that a broad operational model is to be laid down to process the proposals which are acceptable to all concerned.

11. AUTHORITIES DEALING WITH TECHNICAL EDUCATION

In the above context, it is necessary for the statutory AICTE to take note of the roles and the responsibilities assigned to or performed by the various authorities at present. The authorities include:

- a) All India Council for Technical Education and other bodies set up by it.
- b) Department of Education, Ministry of Human Resource Development.
- c) University Grants Commission.
- d) State Governments/Union Territory Administrations.
- e) Universities.
- f) State Boards.
- g) Autonomous Organisations/Societies.
- h) Industrial Organisations - public and private sectors.

It is necessary to build the operational model on the existing procedures of work and to make regulations in a manner as to give legal powers to different authorities under the AICTE Act with built-in safeguards for exercise of such powers by different authorities.

12. PARAMETERS

The various parameters which may act as safeguards for the authorities entrusted with a decentralised or delegated power may be:-

- a) The new courses proposed should be from the list of courses already approved by the AICTE.
- b) Adequate Plan funds are available.
- c) Budget provisions have been made.
- d) Technical manpower needs have been assessed.
- e) Regional Committee has assessed the infrastructural facilities.
- f) Affiliating authority has circulated in principal.

13. PROPOSED PROCEDURE FOR ASSESSMENT OF PROPOSALS

(A) POLYTECHNICS

- (1) Increase or decrease in intake, capacity in the existing AICTE approved Polytechnics.

The State Governments/UTs can redistribute and adjust the approved intake in the approved courses in approved Polytechnics by the AICTE subject to the fulfillment of the following conditions.

- a) There is a felt need based on manpower assessment by NTMIS/STMIS.
- b) Infrastructural facilities are available/will be provided by the State Government/UT.
- c) Necessary funds are available with the State Government/UTs or the Society for the purpose.

After satisfying the conditions, the State Government/UTs will issue sanction to adjust the seats amongst various approved courses in the Polytechnics by quoting the authority of the Council and under intimation to the Secretariat of the Council. This power will be vested on the State Govts. and UTs by issue of Regulations.

- (2) Introduction of diploma courses in the Council approved Polytechnics
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The concerned Regional Committee can take a final decision for approving the introduction of new diploma courses in the AICTE approved polytechnics subject to the following conditions:

- a) The courses proposed to be introduced should be from amongst courses already approved by the Council.
- b) There is a felt need based on manpower assessment by NTMIS/STMIS.
- c) Necessary funds are available with the State Government/UTs or Society for the purpose.
- d) Regional Committee has assessed the infra-structural facilities.

The decision taken will be communicated by the Regional Committee by issue of a sanction by quoting the authority of the Council and under intimation to the Secretariat of the Council. For this purpose, the authority will be vested in the Regional Committee by issue of Regulations.

- (3) Establishment of new Polytechnics (Govt./aided & un-aided Private Polytechnics)
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The proposal for setting up of new Polytechnics shall be submitted by the State Government/UTs to the concerned Regional Committee based on the guidelines of the Council. The Regional Committee shall examine these proposals with the help of the

already approved by the Council.
 There is a felt need based on manpower assessment by
 NTMIS/STMIS.
 Necessary funds are available with the State Government/UTs
 or the Society for the purpose.

Visiting Committees and their recommendations along with assessment report will be submitted to the Council for final decision.

(B) ENGINEERING COLLEGES

- (1) Adjustments in intake in the Engineering Colleges approved by the Council.

The State Govt. can redistribute and adjust the approved intake in the approved courses in the Engineering Colleges approved by the Council subject to the following conditions :-

- a) There is a felt need based on manpower assessment by NTMIS/STMIS.
- b) Infrastructural facilities are available/will be provided by the State Government/UT.
- c) Necessary funds are available with the State Government/UT or the Society for the purpose.

After satisfying these conditions, the State Government/UT will issue sanction or permission to increase or decrease the seats or to adjust the seats amongst various approved courses in the Engineering Colleges by quoting the authority of the Council and under intimation to the Secretariat of the Council. This power will be vested on the State Government/UT by the Council.

2. Introduction of new degree or equivalent Courses/ Establishment of new Colleges

All proposals of starting new degree or equivalent courses/new engineering colleges will be submitted by the concerned State Government/Union Territory to the Regional Committee. The Region Committee will examine such proposals with the help of the Visiting Committees and send its recommendations alongwith assessment report to the Council for consideration. The final decision in all such cases will be taken by the Council. It would be desirable for affiliating authorities to ensure that grant of affiliation follows and does not precede the AICTE decision herein referred to. It would be not only convenient but also legally appropriate for the affiliating authority to insist on the request for affiliation being complete with the AICTE authority for start of a course/college as the case may be.

The Committee decided to submit the Part-I of the Report to the Chairman, AICTE, and to meet again to discuss and make recommendations on the remaining issues involving all concerned in the implementation of the Act.

FUNCTIONS ASSIGNED TO THE ALL INDIA COUNCIL FOR TECHNICAL
EDUCATION UNDER THE AICTE ACT 1987

10. 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 education and maintenance of standards and for the purposes of performing its functions under this 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 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 establishment 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 and development organisations, industry and the 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 indentify 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 institutions;
- (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 institutions 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;
- (v) perform such other functions as may be prescribed.

Composition and Terms of Reference of the Committee to
consider the role of the State Governments/Union Territory
Administrations in the AICTE Act, 1987

Composition

- | | | |
|-----|---|------------------|
| 1. | Shri J.A. Kalayanakrishnan
Member, UPSC, New Delhi | Chairman |
| 2. | Shri Mohan Bhai I. Patel,
Chariman of WRC, Bombay | Member |
| 3. | Shri C.T. Benjamin
Commissioner & Secretary-1
to the Government of Karnataka
Sachivalaya-II, Bangalore 560 001. | Member |
| 4. | Shri S.N. Rao
Principal Secretary
Labour & Manpower Planning Deptt.
Government of Madhya Pradesh
Vallabh Bhavan, Bhopal 462 004. | Member |
| 5. | Prof. C.S. Jha
Vice-Chancellor
Banaras Hindu University
Varanasi (UP) 221 005. | Member |
| 6. | Dr. T.R. Natesan,
Director of Technical Education
Government of Tamil Nadu, Guindy
Madras 600 006. | Member |
| 7. | Shri N.R. Dave
Director of Technical Education
Old SSachivalaya Building
Block No.2.. Gandhinagar 382 010. | Member |
| 8. | Dr. D.C. Dass,
Director of Technical Education
Government of West Bengal
New Secretariat Buildings,
1, K.S. Ray Road, Calcutta 700 001. | Member |
| 9. | Dr. M.K. Mishra
JS & LA,
Department of Legal Affairs
4th Floor, 'A' Wing,
Shastri Bhavan, New Delhi. | Member |
| 10. | Shri V.N. Datta
Deputy Secretary (T), AICTE. | Member Secretary |

TERMS OF REFERENCE

1. To consider respective roles of the State Government/UT the concerned University/State Board of Technical Education, and the AICTE, with reference to their responsibilities, statutory or otherwise, for planned development of technical education and maintenance of standards and to suggest measures which might be adopted to ensure a harmonious functional relationship among them.

Inter-alia, to suggest for adoption any clarifications, modifications of procedures, laying down new procedures, amendments to rules/regulations/articles of the relevant Acts which might be desirable.

2. To consider and prescribe time schedule for fresh proposals from various State Governments/Union Territories for introduction of new courses for establishment of degree/diploma institutions.

3. To consider the possibility of delegation of authority for re-distribution of seats in various courses within the overall intake already approved for a particular college/polytechnic.

4. To consider and suggest delegation of powers to Regional Committees of the AICTE to deal with polytechnic education at regional level.

5. To consider any other suggestion that may be considered necessary for smooth implementation of the AICTE Act.

CONDITIONS FOR FULFILLMENT BY PRIVATE TECHNICAL INSTITUTIONS
REQUESTING AICTE APPROVAL

1. The financial position of the organisation should be sound enough to make the required investment in infrastructural and instructional facilities (land, institutional buildings, staff residences, hostels, etc., equipment, library, any other special facilities, etc.,) and to meet the annual recurring expenditure.
2. The infrastructural and instructional facilities should be provided as per norms laid by the AICTE from time to time. (Norms and Standards are available in respect of Engineering Polytechnics and Colleges, Pharmacy diploma and degree institutions, Architecture degree institutions, and for Management education).
3. The proposal should be recommended/forwarded by the State Government to AICTE alongwith manpower information and justifications.
4. The affiliating body should give an assurance that the proposed course/institution would be affiliated in accordance with its laid down procedure provided the same is/are approved by AICTE.
5. Admissions should be made strictly on merit and the institutions concerned should join and/or be willing to join the entrance test at the National or at the State level or associate with the tests conducted by technological institutions of National importance or similar other bodies and take students from any one of these tests in order of merit. (The guidelines for admission to Engineering Colleges and Polytechnics are available with the AICTE and for Pharmacy and Architecture institutions with the Pharmacy Council of India and the Council of Architecture respectively).
6. The tuition and other fees should be as prescribed by the State Government/UT Administrations within the overall criteria prescribed by the AICTE from time to time.
7. The institution should be financially and academically viable.
8. The courses to be started should be as per assessed technical manpower needs and should be as far as possible in emerging areas or where employment potential is clearing foreseen.
9. The teaching staff should be recruited on an All India basis by open selection and as per procedure, qualifications, experience, etc. as prescribed by the AICTE from time to time. State-based selections would be permissible for such posts for which the State Govt. prescribes "State-based selection" as a general policy.

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10. Reservations may be provided as per policy of the respective State Government.
11. The institution should be willing to comply with the recommendations made by the Expert Committee and/or the Regional Committee within a prescribed time limit.
12. The management system including Governing Council should be as per guidelines laid down by the AICTE.
13. The Chairman of the Governing Council should be appointed as per norms laid down by the AICTE.
14. The accounts of the institute should be audited by a Chartered Accountant and be open for inspection by AICTE or anybody authorised by it.
15. The proposer should not have a Court case in respect of violation of one or more provisions of the AICTE Act.
16. The proposer should not be running and/or managing any other technical institution which does not comply with the items listed above. If such be the case, then the proposer should give an undertaking that such an institution would be brought to the AICTE-expected-level within a time period mutually agreeable to the proposer and the Regional Committee and that the proposer would make genuine efforts to get such an institution assessed by the concerned Regional Committee within an agreed time limit.
17. The institute or its Management should give an undertaking in the attached format thereby agreeing to comply with the conditions stated therein.

* * * * *

UNDERTAKING ON NON-JUDICIAL STAMP PAPER TO BE GIVEN BY APPLICANTS/PRIVATE TECHNICAL INSTITUTION REQUESTING AICTE APPROVAL.

I/We, the (name of the Trustee/Chairman/Principal/Director of the (name of the College/Institution/Mandal/Trust/Society, etc) hereby undertake to comply with the following in connection with my/our application for starting/establishment/increase in intake of (name of Courses/College) from the session_____.

1. That the Management including the Government Body/Council of the (Institute/College) will be constituted and the Chairman of the Body/Council appointed as per the guidelines of the AICTE.
2. That the infrastructural, instructional and other facilities will be provided as per AICTE norms prescribed from time to time and as recommended by the concerned Regional Committee.
3. That the admissions will be made as per norms and guidelines of the AICTE as adopted by the State Government/Union Territory of_____.
4. That the admissions to the course(s) will be made only after the minimum requisite/prescribed facilities are created and the affiliating University/State Board has given permission to start the Course(s).
5. That the tuition and other fees will be charged as prescribed by the State Govt./UT Administrations within the overall criteria prescribed by the AICTE from time to time. No capitation fee will be charged from the students/guardians of the students in any form.
6. That the accounts of the Institution will be audited annually by a Chartered Accountant and will be open for inspection by the AICTE or any Board or person authorised by it.
7. That the teaching and other staff will be selected according to procedures, qualifications and experiences prescribed by the AICTE from time to time.
8. That the Management will strictly follow any further conditions as may be laid down by the AICTE from time to time.

P.T.O.

9. In the event of non-compliance by the (name of Society/Trust/Mandal/College/Institution etc.) with regard to guidelines, norms and conditions laid/prescribed by the AICTE from time to time, the AICTE or a body or person authorised by it will be free to take measures for withdrawal of its approval or recognition, without consideration of any related issues and that all liabilities arising out of such a withdrawal would solely be that of the (Society/Institute/College).
10. The (College/Institute) by virtue of the approval given by the AICTE will not automatically become claimant to any financial grant or assistance from the Central or State Government.

Place: (Name of the authorised person giving undertaking alongwith his/her official position)
Date: (SEAL)

1. The matter within brackets will need to be filled up as relevant.
2. It should be ascertained that the undertaking is registered.

PROCEDURE FOR PROCESSING OF PROPOSALS FOR STARTING PG
COURSES IN ENGINEERING & TECHNOLOGY

1. All proposals must be submitted in the standard format available with the AICTE.
2. All proposals from Universities/University Departments should be submitted through the University Grants Commission(UGC) to AICTE, New Delhi.
3. (a) All proposals from private engineering colleges affiliated to any approved University should be submitted to AICTE, New Delhi with a letter from the University stating that the University would grant affiliation to the course(s) if approved by the AICTE.

(b) All proposals from Government and Government aided colleges affiliated to any approved University should be submitted to the AICTE, New Delhi with letters from: (i) the University stating that the University would grant affiliation to the course(s) if approved by the AICTE and (ii) from the State/Central Government stating that the State/Central Government would have no objection to the conduct of the course(s) by the College/Institute and would not cause discontinuation of the course(s) without obtaining the concurrence of the AICTE.
4. (a) All proposals from private Autonomous Bodies which conduct their own examinations and do not come under UGC should submit their proposals directly to the AICTE, New Delhi.

(b) All proposals from the Government Autonomous Bodies which conduct their own examinations and do not come under UGC should submit their proposals directly to the AICTE, New Delhi with a letter from the State/Central Government stating that the State/Central Government would have no objection to the conduct of the course(s) by the College/Institute and would not cause discontinuation of the course(s) without obtaining the concurrence of the AICTE.
5. All the Proposals which are incomplete, not submitted in proper format and not submitted as per above procedure are to be returned by the Secretariat of the Council to the proposer for re-submission. PG Proposals from the institutions not approved by the AICTE are to be rejected by the Secretariat of the Council without processing the same.

6. Proposals will not be accepted from such colleges/institutions which have not conducted UG level course in the relevant field of the proposed PG course for atleast five years after receiving AICTE approval. This condition will however not be applicable to those institutions which are approved for conducting PG courses only.

7. The below stated steps are to be followed in the processing of eligible proposals :

- (a) Each proposal is to be referred by AICTE Secretariat to atleast three subject matter referees selected from the list of referees approved by the Board. For subject areas not covered in the approved lists of referees, the AICTE Secretariat will consult the Board Chairman in identifying the referees.
- (b) The Board will consider the referee comments and will give one of the following decisions :
 - i) approved without conditions.
 - ii) approved subject to certain specific conditions (to be clearly recorded) to be fulfilled by the proposing institution.
 - iii) consideration of the proposal subject to satisfactory report of an Expert Visiting Committee (terms of reference to be clearly recorded)
- (c) The reports of Expert Committee on proposals at b(iii) are to be examined by the AICTE Secretariat and put up to Board Chairman for a final decision.
- (d) The AICTE Secretariat will seek approval of the Executive Committee or the Chairman AICTE for the cases at b(i), cleared cases at b(ii) and cases cleared at (c) above.
- (e) The AICTE Secretariat will communicate final approvals and also the decisions of the Board to all concerned.

- Note :
- i) If not specifically stated otherwise by Board, all approved courses will be for 10 seats each and the financial assistance will be at the standard rate.
 - ii) Financial assistance will not be given for seats allocated to foreign students.

The above suggestion procedure may be approved for implementation with immediate effect. The Secretariat would prepare a list of referees for your consideration and approval for use till such time that a list is available in accordance with 7(a) above.

PROCEDURE FOR PROCESSING OF PROPOSALS FOR STARTING
INSTITUTIONS AND COURSES RELATED TO MANAGEMENT EDUCATION.

The new procedure proposed, would be as follow :-

a) The proposals in the area of Management Education would be received from private and government institutions including universities by the Regional Offices (AICTE).

b) The Regional Offices will forward the proposals to atleast 3 referees/experts nominated by the All India Board of Management Studies for scrutinizing/screening the proposals.

(The Board of Management Studies would propose a list of experts to act as referees in various fields related to Management Education, Regionwise corresponding to the States covered by the 4 Regional Offices)

c) The recommendations of referees alongwith the proposals would be forwarded to the Secretariat of AICTE at New Delhi.

d) The Secretariat of AICTE will put up the proposals alongwith the comments of referees to the Board of Management Studies.

e) The Board of Management Studies after examining the comments of referees would take three types of decisions :-

i) approved;

ii) rejected;

iii) appoint expert committees for re-examining the proposals.

The Expert Committees for visits would also be constituted by the Board. Such proposals are to be considered based on Expert Committee visits would be referred back to the Board of Management Studies for final decision.

f) The recommendations of the Board would then be processed by the Secretariat of AICTE for either a direct reference to the Chairman of AICTE or for consideration of the Executive Committee/Council.

Item No. 2: Review of Implementation of the World Bank assisted Projects on Technician Education.

Recognising the need for modernisation and upgradation of all polytechnics in the country, the Government of India have launched two major projects on Technician Education with World Bank assistance. The projects are estimated to cost over Rs.1800 crores including World Bank Credit assistance of Special Drawing Rights (SDR) 373.3 million equivalent to US \$ 518.88 million at the current conversion rate, over the period 1990-1999 and cover about 550 AICTE approved/recognised polytechnics spread over 16 States and Union Territory of Delhi. The First project became operational on 5 December 1990. The Second project was declared effective only on 29 January 1992. The average rate of reimbursement by the World Bank is over 83% of actual expenditure incurred under the two projects.

2. These are primarily State Sector projects and the entire cost is met by the concerned States from their respective Plan allocations/annual budgets during the project duration. The projects have in-built flexibility for undertaking enhanced activities in the existing States or for inclusion of additional States/polytechnics for World Bank assistance.

3. The projects are being implemented by the State Governments under the overall guidance, direction and monitoring by the Department of Education. For this purpose, a National Project Implementation Unit (NPIU) has been set up in Educational Consultants India Ltd. (Ed.CIL).

4. The main objectives of the projects under implementation are as follows:

- To make technician (polytechnic) education more responsive to meet the changing needs of the industry and society.

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- To offer technician programmes catering to the needs of the unorganised and rural sectors.
- To modernise labs. & workshops and remove obsolescence.
- To introduce Faculty Development System to attract and retain teachers for Polytechnics etc.
- To improve the system of Internal Revenue Generation at the Polytechnics.
- To increase participation of women in technician education and increase employment opportunities for them.
- Revising and updating curricula oriented to felt needs and incorporating awareness and protection of environment.
- To strengthen Industry-Institute Interaction.

5. A full scale annual review of the First project was undertaken by a World Bank Supervision mission during Oct. - Nov. 1991. In its Aide Memoire Copies of which have been circulated to the State Governments, the mission expressed utmost concern at the slow pace of implementing quality improvement measures. The mission during its discussion with concerned State Government officials stressed the need for meaningful progress on the qualitative aspects in particular and taking concrete steps in this direction. The mission observed that progress of project implementation was less advanced in some States viz. Bihar, Karnataka and Gujarat to some extent and suggested that these States should now speed up local procurement, provide proper facilities for their SPIUs, develop training programmes, commission plans and drawings for civil works and accelerate further appointment of key staff.

6. The above concerns expressed by the Bank mission were brought to the notice of all the State Secretaries in January 1992 by Education Secretary with the request to take necessary remedial action expeditiously. This was followed by meetings convened by NPIU on 4-5 February 1992 wherein the State representatives were requested to accelerate the project implementation including pace of expenditure and filing of reimbursement claims to meet specified targets before the close of the year 1991-92. Despite the assurances given by the State representatives in these meetings, the utilisation of Bank assistance has not been encouraging as will be observed from the enclosed statement. This is likely to be adversely commented upon by the World Bank Review team during its next visit planned from early July 1992.

7. The following issues are brought to the notice of the State Governments to ensure timely implementation of the projects as per schedule planned by them in their project proposals and agreed with the World Bank.

A. First Technician Education Project (Cr-2130 In)

i) Low Levels of Expenditure and Reimbursement Claims:

As per the original project proposals, the eight States were expected to provide a total budget of Rs.147.25 crores during the year 1991-92, but it appears that in some States there were reductions in the budget provisions. This was compounded by the inability of the States (SPIUs) to utilize the funds provided, predominantly in the last quarter of the year. Consequently, the total claims received and passed by the Ministry of Finance were only to the tune of Rs.42.32 crores resulting in a substantially reduced utilization of the Bank Credit Non-utilization of the funds to the tune of Rs.100 crores (approx.) has cast a heavy burden on the Government

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of India of about US \$ 0.3 million by way of interest during this financial year alone. There is thus an urgent need to accelerate the pace of expenditure and filing of reimbursement claims at the State level.

- ii) Late Release of Funds by the Finance Departments at State Level: There have been complaints from a few States, notably Karnataka, that funds are being released by the Finance Departments, late in the year, making it difficult for the SPIUs to regulate expenditure and spread it uniformly throughout the year.
- iii) Empowered Committees: These committees have been formed in all the States, but in many cases they do not appear to be granting 'single-window' clearances to project related activities causing avoidable delays. Implementation is also being delayed/hampered by the requirement that each Government Department should separately issue orders for those schemes sanctioned by the Empowered Committees.
- iv) Filling up of vacancies and appointment of new Staff: All vacant positions of staff were to be filled up by the States by the time the project commences implementation (December, 1990) but this has not materialised even to the extent of 50%. Delays are being experienced due to the cumbersome procedures of the PSCs and difficulties arising from non-availability of candidates for reserved (SC/ST) categories. Even mandatory requirement of Key Additional Staff appointments are not being met. The Bank mission has advised all States to simplify recruitment procedures so that the process can be completed in 4 to 6 months.
- v) Establishment of SPIUs: Even 1½ years after project commencement, the SPIUs in several States are not fully established with autonomy, flexibility and

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provision of adequate human and material support services. (Only two out of 8 States have so far established fast communication (FAX) systems). The effectiveness of project implementation and its monitoring have been consequently below par.

vi) Staff Development: The importance of staff development as an investment for the future in terms of improved capabilities of the system's human resources is not yet fully appreciated by the States. This critical component of the project deserves more attention in each State. Staff Development plans should lay greater emphasis on practicals and work experience. It is found that in several States:

- a) Unfilled staff vacancies have seriously upset staff Development Plans.
- b) Long delays in issue of govt. approvals to staff selected for foreign study tours.
- c) Procedural delays in obtaining govt. approvals for movement of staff outside the State to attend training programmes.

vii) Motivation of Staff: The implementation of this project is largely left in the hands of teaching staff at the polytechnic level, with low levels of motivation and commitment. This is primarily due to some of the State Governments delaying the implementation of AICTE recommended pay-scales to teachers.

viii) Academic Components of the Project: The Bank has expressed its dissatisfaction with regard to inadequate attention being paid to the academic components of the project in all the States. Greater priority needs to be given to the establishment of

various Centres & Cells for Staff Development, Learning Resources Development, Curriculum Development, Industry-Institute Interaction, Computer Centres, Maintenance Centres etc. Simultaneously serious efforts are required to improve the academic climate in institutions and the teaching/learning and evaluation processes.

ix) Civil Works: Proper planning of civil works is needed with appropriate detailed drawings and estimates prepared for all construction works even though these are to be taken up in a phased manner.

B. Second Technician Education Project (Cr-2223 In)

This project in the 8 States and U.T. of Delhi has just commenced implementation from January/February 1992. Benefitting from the experience of the First Project States, these States have been able to perform relatively better even in the past few months. Yet, the State Governments will need to take advance action on all the above aspects to prevent the problems from slowing down the pace of project implementation in future. In particular, greater attention will need to be given to quicken the pace of expenditure and filing of reimbursement claims during 1992-93.

STATUS REPORT ON REIMBURSEMENT CLAIMS MADE

A) FIRST PROJECT ON TECHNICIAN EDUCATION

(Rs. in millions)

S T A T E	1 9 9 0 - 9 1		1 9 9 1 - 9 2	
	Budgeted by State as per project proposal	Actual Reimburse- ment claimed	Budgeted by State as per project proposal	Actual Reimburse- ment claimed
1. BIHAR	136.124	3.823	212.158	8.975
2. GUJARAT	97.600	0.312	162.700	48.049
3. KARNATAKA	60.004	-	75.465	2.613
4. KERALA	43.000	1.315	96.000	30.072
5. MADHYA PRADESH	103.000	2.520	177.050	16.594
6. ORISSA	81.495	-	159.274	115.801
7. RAJASTHAN	41.664	-	112.745	55.512
8. UTTAR PRADESH	203.454	34.007	477.115	131.040
TOTAL A:	<u>766.341</u>	<u>41.971</u>	<u>1472.507</u>	<u>408.656</u>

B) SECOND PROJECT ON TECHNICIAN EDUCATION

1. ANDHRA PRADESH		139.180	3.223
2. ASSAM		32.054	14.080
3. HARYANA		100.000	43.020
4. HIMACHAL PRADESH		21.044	10.998
5. MAHARASHTRA		142.242	17.248
6. WEST BENGAL		60.000	6.383
7. TAMIL NADU		199.600	57.544
8. PUNJAB		123.557	-
9. UT OF DELHI		32.000	7.757
TOTAL B:		<u>850.277</u>	<u>139.853</u>
GRAND TOTAL A+B:	766.341	41.971	2322.584
	(5.5%)		(23.5%)

Item 3: Thrust Areas and Modernisation in Technical Education

With the rapidly changing industrial scene and pace of technology development throughout the world it is necessary that technological advancement is anticipated and necessary infrastructure as well as trained manpower is created by developing suitable programmes that could be undertaken at appropriate stage. With the pace of technological development, the infrastructural facilities in our technical institutes should continuously be upgraded and students are made to acquire new skills. Keeping these objectives in mind, the following major Direct Central Assistance Schemes, to Engineering Colleges/Technical Institutions which are approved by the AICTE, were undertaken by the Department of Education.

- (A) Thrust Areas of Technical Education.
- (B) Modernisation & Removal of Obsolescence in Workshops/Laboratories in Engineering Colleges/Technical Institutes.

Thrust Areas Schemes comprised the following,

- (i) Strengthening of facilities in crucial areas of Technology where weakness exists.
 - (ii) Creation of Infrastructure in areas of Emerging Technologies.
 - (iii) Programme of New and/or Improved Technologies and offering New Courses in specialised fields.
- (i) Strengthening of facilities in Crucial areas of Technology where weakness exists:

The Scheme was instituted with the objective of strengthening facilities in technological institutions offering courses at undergraduate level in certain identified areas of technology where critical gaps exist through (i) augmentation of physical facilities such as

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laboratory (ii) diversification of courses, and equipment, space, faculty and supporting staff. (iii) Preparation of base for post-graduate programmes. Some of the identified areas are: Computer Science/Technology, Electronics, Bio-Conversion, Instrumentation/Maintenance Engineering etc. under this scheme, 510 projects were supported and Rs.49.43 crores were sanctioned by the Ministry during 1985-1992.

(ii) Creation of infrastructure in Areas of Emerging Technologies:

The objective of the scheme is to create infrastructural facilities for education, research and training in certain identified areas of emerging technology in selected engineering/technological institutions. Some of the identified areas are: Microprocessors, Artificial Intelligence, Robotics, Fibre Optics, Lasers, Telematics and Educational Technology, etc. 690 projects have been supported at a cost of Rs.86.85 crores during 1985-92.

(iii) Programme of New and or Improved Technologies and offering New Courses in Specialised Fields:

The scheme was introduced in 1987-88 as part of the National Policy on Education. The scheme had been formulated keeping in view the changing industrial scene and the pace of technology development the world over. Many new areas of technology have evolved in recent years in conventional as well as emerging fields of technology which have relevance to the national needs where manpower with appropriate expertise has to be developed. 46 new/improved areas of technology have been identified where programmes/courses are to be supported. Some of the areas are Nuclear Engineering, Genetic Engineering Appropriate Technology for Rural Applications, Expert Systems, Space Engineering, Super Conductivity etc. under this scheme, 202 Projects have been supported at a cost of Rs.29.17 crores during 1987-92.

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MODERNISATION & REMOVAL OF OBSOLESCENCE

The National Policy on Education has laid emphasis on Modernisation & Removal of Obsolescence of laboratories and Workshops of Engineering Colleges & Polytechnics to enhance functional efficiency. The scheme covers IITs, RECs and other Engineering Colleges, Technical Universities, Technical Faculties of Universities and Polytechnics recognised by AICTE. Funds are also provided for Training and retraining of the faculty and the technical staff of these Institutions so as to improve their skills & potential. Under this scheme Rs.243.29 crores were sanctioned to support 2415 projects during 1985-92. Most of the State Engineering Colleges and a large number of polytechnics here received support under the scheme. This has helped them to improve their facilities significantly.

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Major Issues:

The Engineering Colleges/University Departments, Technological Universities and IITs which have received funding under the above schemes during the past few years have welcomed this much needed support for modernisation of their infrastructure and to prepare themselves to meet the new challenges posed to them by the rapid advances in the country. The impact of the scheme is gradually becoming visible. It is proposed to continue both the schemes with appropriate modifications during the 8th Plan. The Ministry has been conducting periodic reviews in the implementation of the schemes. As a result of the reviews, the following points have emerged which require urgent action of the State Governments for effective utilisation of funds provided to their institutions:

- a) Utilisation of funds is extremely slow in Government institutions due to procedures prevailing in different States:
- b) The institutions are paying main attention only on the purchase of equipment. The other aspects such as development/modernisation of curriculum, teacher training, Research & Development, Industry-Institute Interaction, etc. are not receiving due attention.
- c) There are many areas of importance where no proposals are being received except from IITs. The State institutions need to participate in a better measure.
- d) There is little or no coordination between various institutions and sometimes between various departments/individuals in the same institution.
- e) Senior/PG students and Research scholars are not being fully involved in the efforts of modernisation and development of Thrust areas.

There is an urgent need to take corrective measures to remedy the situation. There is also a need to identify Thrust areas to be covered during the 8th Plan.

Thrust Area of Technical Education-
Statewise Grants Released during Seventh
Plan Period and 1990-92 to technical
Institutions Except Central Institutions.

Sl.No.	Name of State	Seventh Plan		1990-92	
		Projects Supported	Amounts Released	Project Supported	Amt. released
1.	2.	3	4(Rs.in lakh)	5	6.
1.	Uttar Pradesh	99	1343.56	55	539.50
2.	Rajasthan	21	219.50	15	120.00
3.	Haryana	8	76.80	7	49.00
4.	Punjab	21	206.75	8	73.00
5.	J & K	12	84.25	1	9.00
6.	Delhi	43	637.50	8	68.00
7.	Assam	9	73.00	4	33.00
8.	Bihar	62	684.30	19	155.00
9.	Orissa	15	155.00	19	147.00
10.	West Bengal	102	1543.60	28	223.46
11.	Goa	1	8.00	1	5.00
12.	Gujrat	20	184.60	21	166.00
13.	Madhya Pradesh	65	623.25	36	289.50
14.	Maharashtra	94	1325.00	20	180.00
15.	Andhra Pradesh	57	582.50	36	257.00
16.	Karnataka	87	1081.30	74	646.00
17.	Kerala	46	491.00	21	175.00
18.	Tamilnadu	107	1443.75	40	330.50
19.	Pondicherry	3	22.00	2	10.00

Modernisation and Removal of Obsolescence - Grants
Released during the Seventh Plan and 1990-92 to
Technical Institutions Except Central Institutions.

Sl.No.	Name of State	Seventh Plan		1990-92	
		Projects Supported	Amounts Released	Projects Supported	Amounts Released
1	2	3	4 (Rs.in. lakhs)	5.	6. (in lakh)
1.	Uttar Pradesh	98	1348	57	501.00
2.	Rajasthan	24	287	16	147.00
3.	Haryana	13	150.00	8	59.00
4.	Punjab	24	281.70	18	149.50
5.	Delhi	7	80.00	6	16.00
6.	Himachal Pradesh	3	40.00	7	47.50
7.	J&K	12	150.00	-	-
8.	Assam	27	283.00	9	125.00
9.	Bihar	67	812.00	25	276.00
10.	Orissa	26	327.00	18	190.00
11.	West Bengal	87	105.50	30	280.00
12.	Goa	11	94.00	-	-
13.	Gujrat	60	648.50	42	350.50
14.	Madhya Pradesh	88	1038.50	60	444.00
15.	Maharashtra	124	1354.50	47	295.50
16.	Andhra Pradesh	50	59.00	42	269.00
17.	Karnataka	94	1212.00	87	771.50
18.	Kerala	56	709.50	21	201.50
19.	Pondicherry	3	40.00	2	15.00
20.	Tamilnadu	85	967.65	34	314.50
21.	Chandigarh	-	-	1	5.00
22.	Tripura	-	-	1	5.00

Item No.4: Community Polytechnics.

4.1

Objectives

The Scheme aims at socio-economic upliftment of the rural masses and its objectives are oriented towards poverty alleviation and employment generation among the rural masses particularly the unemployed/under-employed (disguised unemployment) rural youth, school/colleges drop-outs, the underprivileged and disadvantaged including women, minorities and the weaker sections of the society. The objectives include, inter-alia, development and transfer of simple cost-effective technologies appropriate to the needs of the rural set up and environment.

4.2

Activities

- (i) Socio-economic survey of the rural areas to determine the felt needs and resources available;
- (ii) Non-formal person-power development and training to generate self and wage employment opportunities and promote entrepreneurial development in rural areas;
- (iii) Transfer of technology to rural areas for better productivity and qualitative improvement in life style;
- (iv) Technical and support services in rural areas;
- (v) Dissemination of information on new technologies and other rural developmental activities for S&T awareness.

...../-

The Community Polytechnics interact with the rural schools, Panchayats and other village developmental agencies for setting up Extension Centres. These Extension Centres are set up at far-flung villages so that the benefits of the scheme are received by the Community right at their door-steps.

More than 100 technical/vocational trades have been identified for imparting skill-development training (Annexure-I). Neither any formal minimum academic qualification nor any age limit is specified for admission to these training courses. However, at the time of selection of trainees preference is given to the women, drop-outs and the weaker sections of the Society. The women are also to be trained even in high-tech. and emerging areas of technology.

4.3 Thrust Areas

- * People's participation in technology development.
- * Special programmes for women, minorities and disadvantaged.
- * R&D in appropriate technology.
- * Promotion of rural industry.
- * Functional literacy for neo-literates through training in technical/vocational skills for income generating activities.

4.4 Coverage

There are at present 171 Community Polytechnics functioning all over the country with an additional 21 Centres for Development of Rural Technology (CDRT) as R&D systems for these

Institutions, The state-wise distribution and coverage of these Community Polytechnics and CDRTs are shown at Annexure-II.

About 1.60 lakhs rural youth (including women) have so far been trained in various skill development-oriented technical/vocational trades. About 50% of these trainees have been able to engage themselves in self/wage employment. A number of technologies appropriate to the needs of the rural community have been identified and transferred. A number of villages have also been covered in the programme of technical and support services for repair/maintenance of rural appliances etc.

4.5

Eighth Plan Programme

It is envisaged to expand the scope-content and coverage of the scheme during the Eighth Plan. It is proposed to cover about 100 more institutions under the scheme during the Eighth Plan. In addition, many States have also proposed to make additional polytechnics serve as Community Polytechnics under the World Bank assisted Project on Technician Education. It is proposed to offer flexible, modular training courses for skill development towards income generating activities using modern educational technology tools and non-formal education kits so as to reach the target population through Open Learning System (OLS) to enable them to have their functional vocational education at their own respective pace and time.

4.6

Issues involved

- (i) Greater interest and involvement of the State Governments in effective implementation of the scheme.

...../-

(ii) Village Panchayats and district level rural developmental agencies should be directed by the State Governments concerned to utilise the Community Polytechnics effectively in village planning and developmental activities.

(iii) Vacancies for teaching and non-teaching posts in the Polytechnics are to be filled in expeditiously and staff's transfers are to be restricted as far as practicable amongst the Community Polytechnics.

(iv) State Governments are to ensure that the Community Polytechnics and CDRTs can operate the grants received from the Centre without any problem.

* * * * *

LIST OF TRADES IN WHICH NON-FORMAL
TECHNICAL TRAINING IS IMPARTED

TECHNICAL TRADES:

1. Welding
2. Sheet metal working
3. Auto mechanic
4. Tractor mechanic
5. Diesel mechanic
6. Turning
7. Grinder
8. Milling
9. Machinist
10. Black smithy
11. Steel Fabrication
12. Watch repair
13. Cycle repair
14. Injection moulding
15. Hand pump mechanic
16. Pest Control Worker
17. Electroplater
18. Refrigeration and Air Conditioning mechanic
19. Foundry
20. Bar bending
21. Brass work
22. Press work
23. Vulcanizer
24. Motor driving
25. Polishing & Buffing
26. Carpentry
27. Soil testing
28. Mason
29. Plumbing
30. Draughtsmanship
31. Ammonia printing
32. House wiring
33. Electrician
34. Motor winding
35. Battery charging
36. Radio/Transistor repair
37. T.V. repair
38. Computer programming
39. Data entry
40. Bio-gas mechanic
41. Ferro cement work
42. F.R.P. work
43. Solar cooker/heaters mechanic
44. Wind mill mechanic
45. Water prospecting
46. Crop protection
47. Soya product making
48. Oil extraction
49. Agro services mechanic
50. Type writer repair mechanic
51. Cable joining.

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VOCATIONAL TRADES:

- | | |
|-------------------------------------|-------------------------------|
| 52. Typing (Hindi/English) | 77. Pottery |
| 53. Shorthand (Hindi/English) | 78. Distilled water making |
| 54. Accountancy | 79. Canning |
| 55. Composing | 80. Bamboo work |
| 56. Block making | 81. Leaf cup making |
| 57. Proof reading | 82. Basket making |
| 58. Cutting & Tailoring | 83. Toy making |
| 59. Embroidary | 84. Rope making |
| 60. Knitting | 85. Match box making |
| 61. Cloth printing | 86. Nylon rope making |
| 62. Paper Mache work | 87. Nursery raising |
| 63. Carpet-cum-Kalin weaving | 88. Fruit/veg. preservation |
| 64. Tat Patti weaving | 89. Footwear making |
| 65. Khadi spinning | 90. Plastic bag making |
| 66. Textile designing | 91. Tourist guide |
| 67. Dari making | 92. Bakery operation |
| 68. Handloom weaving | 93. Pathology lab. Technician |
| 69. Shawl Sozni making | 94. Book binding |
| 70. Screen printing | 95. Envelope making. |
| 71. Sericulture | |
| 72. Photography | |
| 73. Video film making | |
| 74. Picture frame making | |
| 75. Brick making (machine moulding) | |
| 76. Tile making | |

Annexure-II

Number of Community Polytechnics (C.Ps.) and Centres
for Development of Rural Development (CDRTs) -
State-wise

Sl. No.	S t a t e	No. of C.Ps.	C.Ps. in minority concentrated District	No. of CDRTs
1.	A&N Islands	1	-	-
2.	Andhra Pradesh	9	2	1
3.	Assam	6	-	1
4.	Bihar	9	3	1
5.	Delhi	4	-	-
6.	Goa	2	-	1
7.	Gujarat	10	1	1
8.	Haryana	6	1	1
9.	Himachal Pradesh	3	-	1
10.	Jammu & Kashmir	3	-	-
11.	Karnataka	8	3	1
12.	Kerala	11	5	1
13.	Madhya Pradesh	12	1	1
14.	Maharashtra	10	3	1
15.	Manipur	1	-	-
16.	Meghalaya	1	-	-
17.	Mizoram	1	-	-
18.	Nagaland	1	-	-
19.	Orissa	4	-	1
20.	Pondicherry	1	-	-
21.	Punjab	7	-	2
22.	Rajasthan	7	1	1
23.	Tamil Nadu	12	-	2
24.	Tripura	1	-	1
25.	Uttar Pradesh	26	13	2
26.	West Bengal	15	9	1
Total:		171	42	21