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REGULATORY BODIES OF EDUCATION IN INDIA: A REVIEW

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ABSTRACT

India has one of the largest education systems in the world. Education has become a must medication for every country to help their existence and development economically. India is one among them, which concentrates more on extending education to the whole states within that and make sure that it being developed into a hundred percent literacy rated nation. The purpose of education is to sense talent proactively and the reason of school education is to guide the child's discovery of himself, identify and nurture his potential to the fullest. The higher education sector in India has a three-tier structure comprising the university, college and course. Higher education sector needs ruling to ensure planned and development, quality of education, equity and social justice (quotas and other affirmative policies). Education in India is provided by the public sector with the private sector, with control and funding next from three levels: central, state and local. A regulatory body of education is an external group that has been empowered by legislation to supervise and legalize the educational process and outputs relevant to it. Professional councils or Regulatory Authorities are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies.

KEYWORDS: Regulatory bodies, University Grants Commission (UGC), Pharmacy Council of India (PCI), Medical Council of India (MCI).

INTRODUCTION

The word education comes from the word 'educere' which means to get about what is already in. As Swami Vivekananda said, "Education is the manifestation of perfection, already present in man". India's superior education system is often cited as one of the main contributors to its economic development.[1] at the primary and secondary level, India has a huge private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Higher Education in India is defined as education obtained after completing 12 years of schooling and is of the period of at least nine months (full time); or after completing ten years of schooling and is of the duration of at least three years. The nature of education can be General, Vocational, Professional or Technical. The regulatory structure of this sector is multi-layered three sets of regulations operate – University, College and Council (as per the course). Different regulatory bodies such as Medical Council of India (MCI), All India Council for Technical Education (AICTE) and the Bar Council India (BCI), among others, handle different professional courses. There are two accrediting institutions– namely National Board of Accreditation (NBA) established by AICTE and National Assessment and Accreditation Council (NAAC) established by UGC.[2]
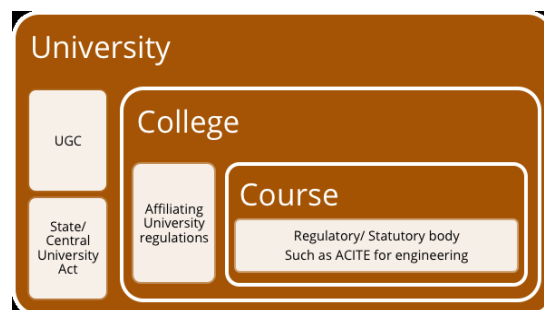

Figure 1. Supply chain of higher education.

A regulatory agency is a public authority or government agency that is liable for exercising autonomous authority above some area of human doings in a regulatory or supervisory power.   An independent regulatory agency is a regulator that is independent from other branches of the government. The continuation of independent regulatory agencies is defensible by certain regulatory and supervisory tasks that necessitate expertise, the need for fast achievement of public authority in certain sectors and the drawbacks of political

interference. Some independent regulatory agencies carry out investigations or audits and some are authorized to fine the appropriate parties and order certain actions. Regulatory agencies are usually a part of the executive branch of government, or they have statutory authority to control their functions with oversight from the legislative branch. Their actions are usually open to legal review. Regulatory authorities are commonly set up to apply standards and safety, or to supervise use of public goods and control commerce.

School Education
Curriculum bodies governing school education system are:

* The state government boards: Most of the state governments have one "State board of secondary education". Though, some states like Andhra Pradesh have more than one. Also the union territories do not have a board, Dadra & Nagar Haveli, Puducherry, Chandigarh, Lakshadweep; Daman & Diu share the services with a larger state.
* Central Board of Secondary Education (CBSE) which conducts examinations at the 10th and 12th standards.
* The Council of Indian School Certificate Examination (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade12).
* The National Institute of Open Schooling (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.
* International schools affiliated to the International Baccalaureate Programmed or the Cambridge International Examinations
* In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.[4]

Colleges
Colleges can be associated to central or state universities. The Private colleges are usually affiliated to state universities as it appears that association requirement or regulatory requirements are much easier under state universities. Colleges have to follow the entry, action and exit requirements as defined by the university. Additionally, they have to be accepted by one of the 15 professional councils regulating the courses. In 2013, The Supreme Court ruled that AICTE has only directory or recommendatory control over MBA and MCA (Master of Business Administration and Master of Computer Application) courses run by colleges; it cannot

overlay regulations the university Association of Management of Private Colleges. All India Council for Technical Education Most of the older and established colleges are autonomous and are financed either by the Central or State governments. 'Autonomous' colleges have self-rule with respect to the curriculum, examination and admission. They are not allowed to grant degrees, they are affiliated to a government university, which grants the degree.[2]

Universities
Universities awarding their own degrees are classified into five types based on their management: Central University, State University, Private University, Deemed and Institute of National Importance. Universities in India have evolved in divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. Colleges award degrees in the name of the university to which they are affiliated. In addition, 15 professional councils (like MCI and AICTE) regulate the courses run by the colleges and universities.

The University Grants Commission (UGC) acts as the over-arching regulatory body.[2] Universities may affiliate other colleges or operate unitarily. In case of unitary universities, a school or a department will offer a certain course, whereas for affiliating universities, it is the college that offers the courses. The courses run at the college or university level are regulated by professional councils such as All India Council for Technical Education (AICTE), Medical Council of India (MCI) et cetera. The instruction delivered at the classroom level is affected by rules and regulations at the university, college, and course level. The university, college and course, therefore form the key links in the higher education sector overall. There are significant entry, operation and exit barriers at each level and studying the regulatory environment at each level will provide a comprehensive view of the higher education landscape.

Important Professional Authorities
1. Association Of Indian Universities
2. University Grants Commission

1. Association Of Indian Universities (AIU)
Association of Indian Universities (AIU) is an organization and association of major universities in India. It is based in Delhi it evaluates the courses, syllabi, standards and credits of foreign Universities pursued abroad and equates them in relative to a range of courses offered by Indian Universities.[3]

Figure 2. Association of Indian Universities.

The AIU is mainly concerned with the recognition of Degrees/Diplomas awarded by the Universities in India, which are accepted by the University Grants Commission, New Delhi and abroad for the purpose of admission to higher degree courses in Indian Universities. The AIU is also an implementing agency for the agreements signed under the Cultural Exchange Programmes executed between India and other countries in the field of education, insofar as it relates to the recognition of foreign qualifications (except for medicine and allied courses). Its opinion as to authority or recognition of any foreign qualification is not binding upon anyone, as it is neither a statutory body, nor a part of the government. It is in fact a society registered under the societies act.

2.   University Grants Commission (UGC)
The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education. It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.[4]

Figure 3. University Grants Commission.

UGC was entrusted with the task of co-ordination, formulation and maintenance of the standards of university education. To this end, it engaged itself in, among other things, framing regulations on minimum standards of education, determining standards of teaching, examination and research in universities,

monitoring developments in the field of collegiate and university education, disbursing grants to universities and colleges and setting up common facilities, services and programmes for a group of universities in the form of Inter-University Centres. Supporting the UGC, accreditation for education learning over Universities is overseen by the following autonomous regulatory and statutory institution.[3]

Professional Councils of India
The different professional councils of India includes the following
1.   All India Council of Technical Education (AICTE)
2.   Pharmacy Council of India (PCI)
3.   Medical Council of India (MCI)
4.   Central Council for Indian Medicine (CCIM)
5.   Dental Council of India (DCI)
6.   National Council for Teacher Education (NCTE)
7.   Indian Council for Agricultural Research (ICAR)
8.   Indian Nursing Council (INC)
9.   Central Council of Homeopathy (CCH)
10.   Veterinary Council of India (VCI)
11.   National Assessment and Accreditation Council (NAAC)
12.   Bar Council of India (BCI)

1.   All India Council of Technical Education (AICTE)
The All India Council for Technical Education (AICTE) was arising in 1945 as an advisory body and later on in 1987 given the statutory status by an Act of Parliament. The AICTE grants approval for starting technical institutions, for opening of new courses and for variation in intake capacity in technical institutions. The AICTE has delegated to the concerned state governments powers to development and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. It also lays down norms and standards for institutions. It also ensures quality development of technical education throughout accreditation of technical institutions or programmes. In additional to its regulatory role, the AICTE also has a promotional role which it implements through schemes for promoting technical education for women, research and development, handicapped and weaker section of the society promoting innovations, faculty, giving grants to technical institutions.[5]

Figure 4. All India Council for Technical Education.

The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering

engineering/technology, hotel management and catering technology, pharmacy, architecture, management studies computer applications and applied arts and crafts. The AICTE has its headquarters in New Delhi and seven regional offices located at Kanpur, Mumbai, Chandigarh, Kolkata, Chennai, Bhopal and Bangalore. A new regional office at Hyderabad has been set up and is to be operational soon. The Council discharges its functions through an Executive Committee.

The council may amongst other things:
1. Coordinate the development of technical education in the country at all levels.
2. Evolve suitable performance appraisal system for technical institutions and universities imparting technical education, incorporating norms and mechanisms for enforcing accountability.
3. Lay down norms and standards for curricula, physical, courses and instructional facilities, staff pattern, staff qualifications, quality instruction, assessment and examinations.
4. Grant approval for starting technical institutions and for introduction of course or programmes in consultation with the agencies concerned.

2. Pharmacy Council Of India (PCI)

The Pharmacy Council of India (PCI) is the statutory body of government of India constituted under the Pharmacy Act, 1948. The Council was first constituted on 4 March 1948. The Pharmacy Council of India is constituted by central government every five years. They are based in New Delhi.

Figure 5. Pharmacy Council of India.

The Pharmacy Council of India (PCI), also known as Central council. The objectives of the PCI are to control the pharmacy education in the Country for the purpose of registration as a pharmacist under the Pharmacy Act. They also regulate the Profession and Practice of Pharmacy. The Council prescribes the minimum standard of education for qualification.[6]

The main functions of the PCI are:
- To prescribe minimum standard of education required for qualifying as a pharmacist.
- Framing of Education Regulations prescribing the conditions to be fulfilled by the institutions looking for approval of the PCI for imparting education in pharmacy.
- To ensure uniform implementation of the educational standards throughout the country.

- Inspection of Pharmacy Institutions seeking approval under the Pharmacy Act to verify availability of the prescribed norms.
- Approve the course of study and examination for pharmacists i.e. approval of the academic training institutions providing pharmacy courses.
- Withdraw approval, if the approved course of study or an approved examination does not continue to be in conformity with the educational standards prescribed by the PCI.
- To approve qualifications established outside the territories to which the Pharmacy Act extends i.e. the approval of foreign qualification.
- Maintain Central Register of Pharmacists.[7]

3. Medical Council of India (MCI)

The Medical Council of India (MCI) is the statutory body for establish uniform and high standards of medical education in India. The Council grants recognition of medical qualifications, gives accreditation to medical colleges, monitors medical practice, grants registration to medical practitioners, in India. The current President of MCI is Dr. Jayshreeban Mehta.

Figure 6. Medical Council of India.

The Council was superseded by the President of India and its functions entrusted to a Board of Governors. The Medical Council of India was first recognized in 1934 under the Indian Medical Council Act, 1933. The Council was later reconstituted under the Indian Medical Council Act, 1956 that replaced the earlier Act. The main functions of the Medical Council of India are the following.

- Establishment and maintenance of consistent standards for undergraduate medical education.
- Guideline to postgraduate medical education in medical colleges accredited by it. (The National Board of Examinations is another statutory body for postgraduate medical education in India).
- Identification of medical qualifications granted by medical institutions in India.
- Recognition of foreign medical qualifications in India.
- Accreditation of medical colleges.
- Registration of doctors with standard medical qualifications.[9]

4. Central Council of Indian Medicine (CCIM)

Central Council of Indian Medicine (CCIM) is a statutory body under Department of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy (AYUSH), Ministry of Health and Family Welfare, Government of India, set up in 1971 under the Indian Medicine Central Council Act. It is located in New Delhi, India.

Figure 7. Central Council of Indian Medicine.

The main objects of the Central Council are as under To prescribe minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani, Tibb. To maintain a Central Register on Indian Medicine and revise the register from time to time. To prescribe Standards of Professional Conduct, Etiquette and Code of Ethics to be observed by the practitioners.[8]

5. Dental Council of India (DCI)

The Dental Council of India was incorporated under The Dentists Act, 1948 to regulate dental education and the profession throughout India. It is financed by the Ministry of Health and Family Welfare and through the local state dental councils.

Figure 8. Dental Council of India.

OBJECTIVES

- Maintain uniform standards of dental education in India
- Regulate the curriculum in the training of dentists, dental hygienists and dental mechanics
- Regulate the level of examinations and qualifications

6. National Council for Teacher Education(NCTE)

National Council for Teacher Education (NCTE) is an Indian government body set up under the National Council for Teacher Education Act, 1993. In 1995 is to formally oversee standards, procedures and processes in the Indian education system.

Figure 9. National Council for Teacher Education.

This council functions for the central as well as state governments on all matter with regards to the Teacher Education and its Secretariat is located in the Department of Teacher Education and National Council of Educational Research and Training (NCERT). Despite the successful functioning in terms of educational field, it is facing difficulties in ensuring the maintenance of the standards of teacher education and preventing the increase in the number of substandard teacher education institutions in the country.

- Undertake surveys and studies pertaining to all aspects of the teacher education and publish the corresponding consequences.
- For the preparation of suitable plans and programmes regarding the field of teacher education, it makes recommendations to the state and central governments, universities, University Grants Commission (UGC) and other recognized institutions.
- It co-ordinates and monitors the teacher education system throughout the country.
- It lays down the guideline for the minimum qualifications need for an individual to be a teacher in schools and recognized institutions.
- It lays downs guidelines for the provision of physical and infrastructural facilities, staffing patter etc. for the compliance by recognized institutions.
- It lays down standards with respect to examinations, the major criteria for such admission as well as schemes for courses or training.
- It promotes and conducts research and innovation in schools and recognized institutions and then disseminates the results thereof.
- It examines its own laid-don guidelines, norms and standards for the improvement.
- It identifies the recognized institutions and set up new institutions for the developmental programmes of teacher education system.

- It takes up necessary steps for the prevention of the commercialization of teacher education.
- It also performs other function that is entrusted to it by the central government.

7. Indian Council of Agricultural Research(ICAR)
The Indian Council of Agricultural Research (ICAR) is an autonomous body responsible for co-coordinating agricultural education and research in India. It reports to the Department of Agricultural Research and Education, Ministry of Agriculture. The Union Minister of Agriculture serves as its president.

Figure 10. Indian Council of Agricultural Research.

Indian Council of Agricultural Research (ICAR), an apex organization for conducting and coordinating agricultural research, has been at the forefront to lead these agricultural revolutions in the country, making India not only self-sufficient in food but also with surplus. The Council has its Headquarters at New Delhi and a vast network of institutes all over the country, consisting of 45 Institutes, four National Bureau, 30 National Research Centers, ten Project Directorates and 80 All India Coordinated Research Projects. The functions of ICAR are similar to those of University Grants Commission (UGC) in respect of agricultural education.

8. Indian Nursing Council(INC)
The Indian Nursing Council is a national regulatory body for nurses and nurse education in India. It is an autonomous body under the Government of India, Ministry of Health & Family Welfare, constituted by the Central Government under section 3 of the Indian Nursing Council Act, 1947 of Indian parliament.

Figure 11. Indian Nursing Council.

Function
- To establish and monitor a uniform standard of nursing education for nurses midwife, Auxiliary Nurse- Midwives and health visitors by doing inspection of the institutions.
- To establish and monitor a uniform standard of nursing education for nurses midwife, Auxiliary Nurse- Midwives and health visitors by doing inspection of the institutions.
- To regulate the training policies and programmes in the field of Nursing.
- To recognize Institutions/Organizations/Universities imparting Master's Degree/ Bachelor's Degree/P.G. Diploma/ Diploma/Certificate Courses in the field of Nursing.
- To Recognize Degree/Diploma/Certificate awarded by Foreign Universities/Institutions on reciprocal basis.
- To promote research in Nursing.
- To maintain Indian Nurses Register for registration of Nursing Personnel.
- Prescribe code of ethics and professional conduct.
- To improve the quality of nursing education.

9. Central Council of Homoeopathy (CCH)
Central Council of Homoeopathy (CCH) is a statutory apex body under the Ministry of Health & Family Welfare, Department of AYUSH. It was set up by the Government of India in 1973 and part of the Professional Councils of University Grants Commission (UGC), formed to monitor higher education in India.

Figure 12. Central Council of Homoeopathy.

CCH controls homeopathy education in India; any institution desiring to grant a qualification in homeopathy is required to apply to the Council, which prescribes course curriculum and maintains central registers of homoeopaths. The CCH also defines particular course curriculum and notifies benchmarks that need to be maintained by homoeopathy teaching institutions, apart from maintaining a central registry of all homoeopathy physicians in India.

10. Veterinary Council of India (VCI)
The Veterinary Council of India (VCI) is a statutory body which regulates veterinary practice in India. Established under the Ministry of Agriculture of the Government of India in 1984 and based in New Delhi, the Council is governed by the Indian Veterinary Council Act, 1984.

Figure: 23. Veterinary Council of India.

The first members were nominated in 1989. The first elections to the Council took place in 1999. It derives its funding from grants-in-aid from the Department of Animal Husbandry & Dairying of the Ministry of Agriculture.

The Veterinary Council's following objectives.
- To prepare and maintain the Indian Veterinary Practitioners' Register containing the names of all persons who possess the recognized veterinary qualifications and who are for the time being enrolled on a State Veterinary Register of the State to which Indian Veterinary Council Act extends.
- To lay down minimum standards of veterinary education required for granting recognized veterinary qualifications by veterinary institutions.
- To recommend recognition or withdrawal of recognition of veterinary qualifications granted by veterinary institutions in India.
- To lay down the standards of professional conduct, etiquette and code of ethics to be observed by veterinary practitioners
- To negotiate with institutions located in other countries imparting training in veterinary education for recognition of their qualifications on reciprocal basis.
- To regulate veterinary practice in the country.
- To advise the Central and the State Governments on all regulatory matters concerning veterinary practice and education.
- To implement the provisions of the Act and Rules and Regulations framed.

11. Bar Council Of India (BCI)
The Bar Council of India is a statutory body established under the Advocates Act 1961 that regulates the legal practice and legal education in India. Its members are elected from amongst the lawyers in India and as such represents the Indian bar.


Figure 14. Bar Council of India.

It prescribes standards of professional conduct, etiquettes and exercises disciplinary jurisdiction over the bar. It also sets standards for legal education and grants recognition to Universities whose degree in law will serve as a qualification for students to enroll themselves as advocates upon graduation.

The functions of the Bar Council are:
1. Lay down standards of professional conduct and etiquette for advocates.
2. Lay down procedure to be followed by disciplinary committees
3. Safeguard the rights, privileges and interests of advocates
4. Promote and support law reform
5. Deal with and dispose of any matter which may be referred by a State Bar Council
6. Promote legal education and lay down standards of legal education.
7. Determine universities whose degree in law shall be a qualification for enrollment as an advocate.
8. Organize and provide legal aid to the scheduled cast.

12. National Assessment And Accreditation Council (NAAC)
The National Assessment and Accreditation Council (NAAC) is an autonomous body recognized by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country.
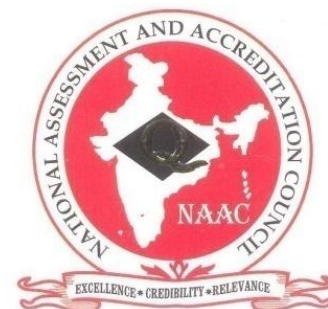
Figure 15. National Assessment and Accreditation Council.

It is an outcome of the recommendations of the National Policy in Education (1986) which lay special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

Mission
- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.[10]

CONCLUSION
In the present review, a regulatory mapping of the current education landscape of India was carried out. These contain different routes of establishing a private institution of higher education, the different regulatory and statutory bodies governing and monitor these institutions and the accreditation of these institutions using the discipline of medical as an example. It is found that due to a large number of regulations and numerous regulatory bodies, there is an excess and overlap of regulations faced by these institutions to enter, operate in and exit this sector. It is found that due to a large number of regulations and numerous regulatory bodies, there is an excess and overlap of regulations faced by these institutions to enter, operate in and exit this sector. In addition, 12 professional councils (like PCI and AICTE) legalize the courses run by the colleges and universities. The University Grants Commission (UGC) acts as the over-arching regulatory body.

To summaries, these above councils are responsible for the recognition of courses, regulating the course syllabus, promotion of professional institutions, providing grants and other awards to various fields of education. Each council has its own set of policy and mandates for the concerned institutions. These bodies play an important role in the setting up of an institution imparting a degree or diploma course in education.

The regulatory framework is much more complex here, with numerous levels of governance. The UGC, in alliance with the other regulatory bodies, has attempted reforms in curriculum, teachers' salary, infrastructure requirement, accreditation and qualifications, etcetera. However, all these reforms have been very little in favors of the private sector. It can be concluded that a more open and trusting environment for private educational institutions is required, along with administrative freedom and ability to modest curriculums, so that they may compete with each other and their government counterparts and direct to an improvement in quality and reduction in cost.

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