

**A NEW APPROACH TO REGULATION
OF HIGHER EDUCATION**

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**FICCI-GLOBAL CONFERENCE ON INNOVATION
FOR QUALITY AND RELEVANCE
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IMPERATIVES OF REGULATIONS

- Higher Education System is Large, Complex, Heterogeneous, with Non-Linear Growth
- To Reduce Systemic Turbulence in Higher Education
- To Eliminate Entropy and Disorder
- To Promote Professionalism in the Regulatory System and among the Regulated Institutions
- Limited Scope for self-Regulation

CATEGORIES OF HIGHER EDUCATION

- General Education
- Professional Degree Education
 - Engineering,
 - Medicine,
 - Architecture,
 - Law,
 - Agriculture,
 - Management, etc.,
- Post Secondary Non-Degree Education

REGULATORY BODIES

STATUTORY AGENCIES

- o UGC,
- o AICTE,
- o MCI, DCI,
- o CoA,
- o NCTE,
- o Nursing Council,
- o Pharmacy Council and Bar Council, etc.,

GOVERNMENT

- o Central and State Universities
- o Directorates of College and Technical Education

REGULATORY AGENCIES AND ACTS

1933	Medical Council of India (MCI) Act
1947	Indian Nursing Council (INC) Act
1948	Dentists Council of India (DCI) Act
1948	Pharmacy Council of India (PCI) Act
1956	University Grants Commission (UGC) Act
1961	Bar Council of India (BCI) Act
1970	Indian Medicine Central Council (IMCC) Act
1972	Council of Architecture (CoA) Act
1987	All India Council of Technical Education (AICTE) Act
1993	National Council of Teacher Education (NCTE) Act

REGULATORY STAGES

- Approval
- Recognition
- Affiliation
- Accreditation

IMPACT OF REGULATORY SYSTEM

- Can Facilitate and Promote Innovation and Quality
- Or
- Discourage Initiatives and Destroy Quality
- Reduce Turbulence in Rapid Expansion
- Ensure Credibility of Academic Programmes
- Protect Interests of Students and Society

PITFALLS OF REGULATIONS

OVER REGULATION

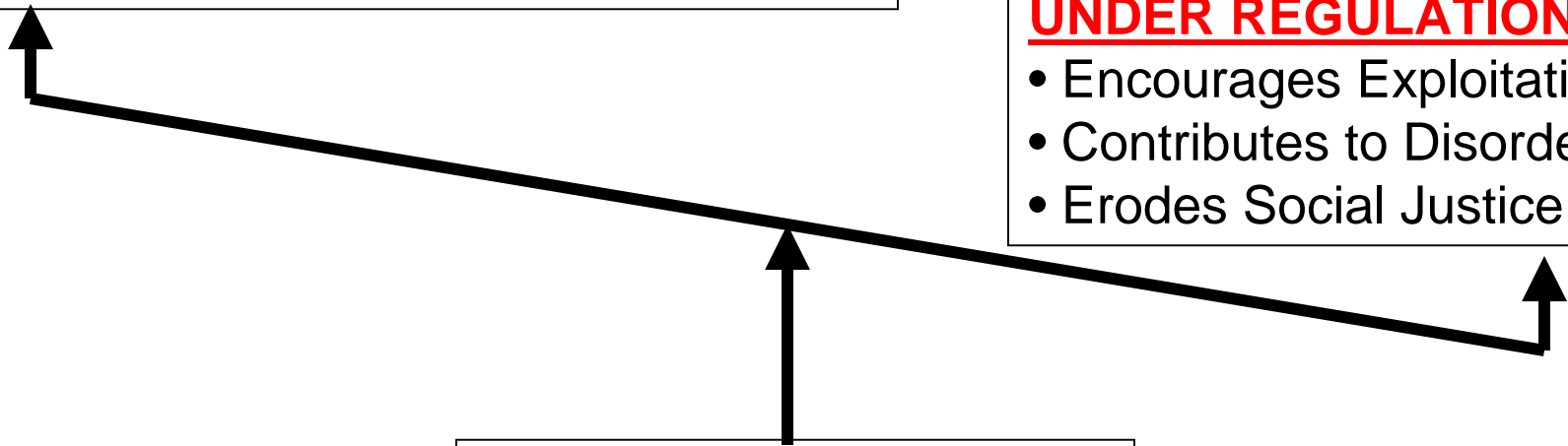
- Interferences of Multiple Agencies
- Stifles Innovation and Creativity
- Increases Inefficiency
- Breeds Corruption and Malpractices

UNDER REGULATION

- Encourages Exploitation
- Contributes to Disorder
- Erodes Social Justice

BALANCED REGUATION

- Should Be Transparent
- Ensure Accountability



NKC ON REGULATIONS

- Establish on Independent Regulatory Authority for Higher Education (IRAHE)
- IRAHE Functions
 - Determine Eligibility for Setting Up New Institutions Based on Transparent Criteria
 - Apply Same Norms to Public, Private and International Institutions
 - Accord Degree Granting Powers to HEIs
 - Responsible for Monitoring Standards and Settling Disputes
 - Authority for Licensing Accreditation Agencies

IRAHE GOALS

- Minimize Conflicts of Interest
- Replace Present Over Regulatory System
- Rationalize Confusing and Over-Lapping Mandates
- Provide Single Window Clearance
- Dispense with Multiplicity of Regulatory Agencies
 - Role of UGC Limited to Disbursing Public Funds
 - MCI and BCI to Function as Professional Associations and Conduct Licensing Examinations
 - All Other Agencies like AICTE to be Abolished

IRAHE COMPOSITION

CHAIRPERSON

- A Distinguished Academic, Appointed by Prime Minister, based on Recommendations of a Search Committee

SIX OTHER MEMBERS

- Distinguished Academics in Different Disciplines
- Some Part-Time Members of Standing Committees.

IRAHE CONTROVERSIES

- Highly Centralized
- Abolishing Present Statutory Bodies Unlikely
- Uncertainty About Independent Status
- Unwieldy Responsibilities
- Increase Scope for Politicization and Corruption
- Neo-liberal and Market Oriented

ALTERNATE APPROACH: A Modular Regulatory System

I. Evolve National Guidelines For Establishing and Operations of Higher Educational Institution's (HEIs)

A. Specify Categories of HEIs for Award of Degrees and Diplomas

A-1

Publicly Funded Institutions

A-2

Private Not-For-Profit Institutions

A-3

Private For-Profit Institutions

ALTERNATE APPROACH:

A Modular Regulatory System

B. Indicate Governance Structure

B-1 (For A1&A2) :

- Charitable Societies with Eminent Persons
- Conversant with Educational Development
- Non-Political / Non-Bureaucratic / Non-Commercial,
- Impersonal, Autonomous,
- Transparent and Accountable

B-2 : Indicate Governance Structure for A-3 HEIs:

- Individual & Family Investors
- Operated as Commercial Entities Under Company Laws (Not as Charitable Institutions)
- Entitled to Award Formal Degrees (Not Possible Now)

**ALTERNATE APPROACH:
A Modular Regulatory System**

C. Evolve Guidelines for Admission Policies

D. Indicate Fee Structure Norms

E. Indicate Faculty Qualification Norms

***F. Establish A National Task Force to Evolve the
Above Guidelines and Suggest Amendments to
Central and State Acts on HEIs.***

ALTERNATE APPROACH: A Modular Regulatory System

- II. Develop National Curriculum Framework for Different Disciplines by Concerned Statutory Bodies

- III. Specific Curricular Content, Delivery, Evaluation and Internal Quality Assurance to be Prescribed and Regulated by Universities / Degree Awarding Institutions.

ACCREDITATION

- A. Only HEIs fulfilling Guidelines in I, II & III Above will be Eligible for Accreditation
- B. Establish Accreditation Councils / Boards for Different Disciplines / Fields by the Concerned Statutory Body
- C. Each Accreditation Council / Board should be Fully Autonomous De-Linked from the Concerned Statutory Bodies Functionally, Financially and Administratively.

ACCREDITATION

- D. Each Accreditation Council / Board should Evolve its Own Comparable Norms and Standards. Overlapping Situation Should be Assessed by Joint Mechanism.
- E. Accreditation Should be Mandatory for Category A-1, A-2 and A-3 HEIs.



THANK YOU