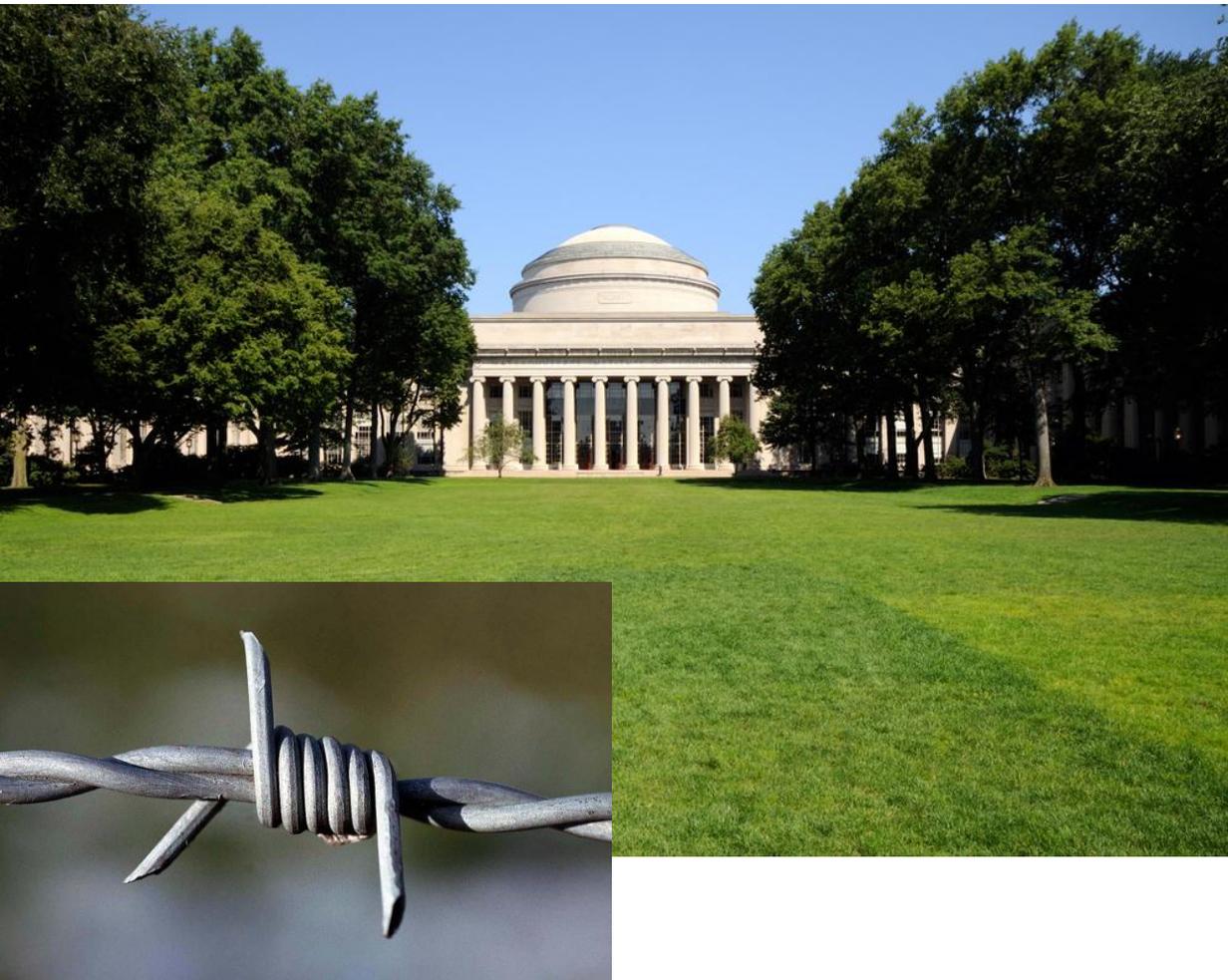


AICTE Notice to PGDM Institutions and its impact on Management Education in India



Background

The latest All India Council for Technical Education (AICTE) notice for PGDM programs in AICTE approved Business Schools has sent shock waves across the higher education sector. This circular not only instructs doing away with important MBA entrance exams such as the XAT, ATMA, MICAT but ascertains that only CAT, MAT or any state government conducted exams can serve as entry points to AICTE affiliated institutes.

The notification endangers the autonomous and flexible environment that has allowed private PGDM institutes to create centers of excellence in Business Education in India. While the purpose of the notification might be to discourage growing number of low quality management institutes, it also affects the well performing institutes, threatening to hamper the growth and development of management education in India.

In an attempt to capture the contribution of PGDM institutes in furthering the growth of management education in India, and to present the perspectives of the PGDM institutes on the AICTE notification (released on 28 December 2010, Advt No.:Legal 12(06/2010, titled "NOTICE FOR AICTE APPROVED PGDM INSTITUTES"), Eduvisors conducted a survey amongst the affected PGDM institutes in India. Their thoughts, opinions and perspectives have been presented through this white paper.

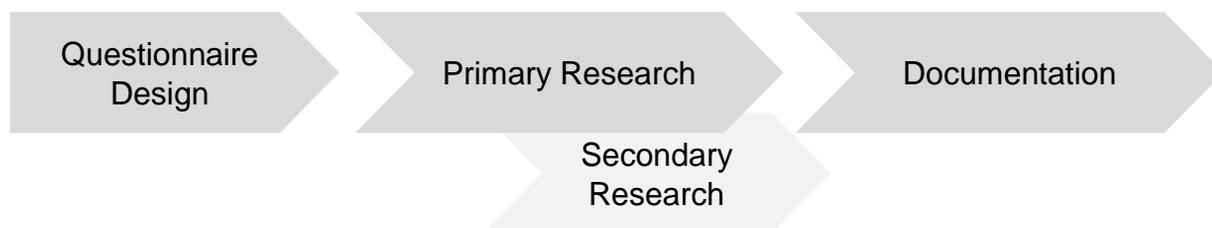
About Eduvisors

Eduvisors is a niche research and consulting firm, with a sharp focus on the education sector. The team constitutes professionals with experience across management consulting, investment advisory, public policy and education management.



The research methodology involved both secondary and primary research. The secondary research was conducted to understand the contribution of PGDM institutes, past Court judgments on issues of autonomy of private unaided institutes and viewpoints of expert committees*. The primary research was conducted to understand opinions, perspectives and concerns of the stakeholders, including the PGDM institutes.

For the primary research, a research guide was prepared to understand concerns and opinions of heads of PGDM institutes about the eight (8) provisions in the AICTE notification. The survey was conducted amongst various PGDM institutes, spread all across India, via email and through interviews. The white paper is the result of the documented responses and analyses. *However, we have desisted from quoting respondents to ensure confidentiality and privacy.*



The demand for business education in India has been steadily increasing over the past couple of decades. While the increase in demand was gradual and slow during the first three decades after the establishment of the first Indian Institute of Management (offering a full time MBA), the opening up of the Indian economy (through liberalization, privatization and globalization) resulted in a spurt of demand in the market for trained management graduates. While XLRI was the first private initiative (established in the year universities too started offering MBA programs. With the demand for management graduates outstripping the supply of manpower, the State encouraged establishment of private funded Business Schools. A quantum jump in the number of Business Schools was the characteristic feature of the 1990s and 2000s, with the number doubling every five years (in 1988, about 100 Business Schools; 1993, about 200 Business Schools; 2003, about 800 Business Schools and in 2008, about 1700 Business Schools).



*"Management Education in India:
trying to synergize with the
Globalized World"*

Presently, post-graduate education in management (MBA/ PGDM) is being offered through university departments, university affiliated colleges, stand-alone institutes and unaffiliated independent schools. While the autonomous IIMs (Indian Institute of Management) are considered to be the premier institutes in this field, private institutes like XLRI, Jamshedpur; ISB, Hyderabad; SP Jain Institute of Management and Research, Mumbai constantly figure in the top 10 Business Schools lists published by various reputed research and media agencies. As of February 2011, there are over 2000 Business Schools (MBA/PGDM) in existence, with an annual intake capacity of more than one lakh seventy two thousand students. This includes 391 Business Schools offering PGDM (Post Graduate Diploma in Management) program with an intake capacity of 44,318 students or 26% of the management students.

It may be noted that to further the quality of the management education in India, the IIMs were earmarked as premier institutes and were placed outside the university system, with the consideration being that the teaching of management necessitated granting of autonomy and flexibility to the institutes in the context of development of courses, with focus on faculty development, research activities and infrastructure development. The slow and archaic university system, it was believed, would act as a hindrance to the growth and flourishing of an open environment required for management education to be delivered. Thus, while only a state university was conferred with degree granting powers, autonomous institutes were conferred with the right to offer the Post Graduate Diploma in Management program. With private Business Schools also being granted autonomy and flexibility, education entrepreneurs and philanthropists flourished with an aim to replicate the success of the IIMs, by offering contemporary curriculum, teaching resources and utilizing innovating learning methodologies beyond the textbooks.



Thus, two different post-graduate courses came into existence – the Master of Business Administration (MBA), offered by State Universities and the Post Graduate Diploma in Management (PGDM), offered by autonomous institutes (IIMs and the private Business Schools). The two courses are however considered equivalent, both by the industry and the students, with the decisive factor being the repute, history and the success of the institute and not the mere nomenclature of the degree being offered. However, the regulations governing

the institutions offering the two courses vary to a large extent.

Over the years, the PGDM program has proved to be highly successful, as noted by reports like RP Aiyar Committee, Ishwar Dayal Committee and Rajan Saxena Committee. The R P Aiyar Committee report states *“It is very clear that PGDM has a place for itself in post graduate education and it will continue to be used by IIMs and other institutions. They have unquestionably proved their worth and market standing in the last 40 years, with a high level of acceptance amongst the industry.”*

PGDM institutes such as XLRI, MICA, MDI, XIMB, SPJMR have been consistent in their performance in terms of attracting students, maintaining faculty quality, building industry linkages, and providing world class infrastructure. The contribution of PGDM institutes in being the vanguard of the management education movement providing quality and up to date management education to thousands of aspiring and ambitious youth of India has also been validated by the various rankings that reputed media agencies like Outlook, Business India, Business World have published. The parameters against which the institutes’ performance is measured include infrastructure, placements, intellectual capital, industry interactions, pedagogy and academic excellence.

Distribution of top 25 PGDM and MBA institutes in ranking lists published by leading business media

| Program | Outlook | Business India | Business World |
|-----------------------------|-----------|----------------|----------------|
| PGDM | 17 | 18 | 17 |
| MBA | 7 | 6 | 6 |
| Others (MMS, MMP) | 1 | 1 | 2 |
| % of PGDM Institutes | 68 | 72 | 68 |

The progress of PGDM institutes has been made possible largely due to them being granted autonomy in matters like admission, fee fixation, and curriculum and program design, thus allowing them to ensure high quality at every step of the process, starting from intake of students to providing the right environment for the students to flourish. A look into the management education scenario globally, will clearly prove the role and contribution of private colleges. Amongst the top 20 colleges (globally), as published by the Financial Times (2010 ranking), 16 (80%) are private colleges.

Management Education in India – The dark side

It is common knowledge that, in the last couple of decades, with the unprecedented mushrooming of business schools all across the country to match the increasing demand amongst students, many financially motivated entrepreneurs started entering the field of education. In addition, indiscriminate approval of institutions and the absence of a consistent mechanism to ensure institutional accountability have resulted in a situation where sub-optimal quality education is being offered in a few institutions and little importance being imparted to faculty quality and placements.



The main reason behind the mushrooming of sub-optimal quality of education provided by such institutions is the lack of a balanced regulatory environment, maintaining the fine balance of autonomy and accountability. This is corroborated by the “National Knowledge Commission Report on Management Education” that states: *The present system of over-regulation based on inputs has resulted in a very uneven situation, which has been noted by the NKC (Report to the Nation, 2006: 54) as follows: ‘there are several instances where an engineering college or a business school is approved, promptly, in a small house of a metropolitan suburb without the requisite teachers, infrastructure or facilities, but established universities experience difficulties in obtaining similar approvals.’*

Autonomy and Accountability – Two sides of the same coin

The University Grants Commission (UGC) has maintained that autonomy and accountability go hand in hand. In fact, UGC has issued a circular titled “Autonomous Colleges: Criteria, Guidelines and Pattern of Assistance” to all universities highlighting the distortions and consequences of the affiliation system, attributing the failure of all attempts at the reform of University education to the existing rigidity in the structure of the higher education and the lack of autonomy. UGC Guidelines (2003) on the scheme of autonomous colleges spelt out the objectives of autonomy as

- to determine its own courses of study and syllabi;
- to prescribe rules of admission, subject to the reservation policy of the state governments;
- to evolve methods of evaluation and to conduct examination;
- to achieve higher standards and greater creativity;
- to promote national integration; and
- to ensure accountability of the institution and its members.

Further, the report of the Central Advisory Board of Education (CABE) Committee on “Autonomy of Higher Education Institutions” defines the concept of autonomy as a *“structural solution intended mainly to provide an enabling environment to improve and strengthen the teaching and learning process”*. Further, the report states *“the essential factors for high quality education are the caliber and attitudes of students towards learning, the competence and commitment of teachers towards educational processes, the flexibility and foresightedness of the governance system and the social credibility of the educational outcome.”* While the report notes that *“Autonomy alone may not guarantee higher quality, just as non-autonomy need not preclude better performance”*, the committee was of the opinion that *“autonomy is expected to provide a better framework for fostering these factors (mentioned above). Even the limited evidence so far suggests that autonomous colleges have by and large fulfilled the expectations of them”*

The CABE report has classified autonomy into academic autonomy, administrative autonomy and financial autonomy. It defines academic autonomy as *“the freedom to decide academic issues like curriculum, instructional material, pedagogy, techniques of students’ evaluation”*; administrative autonomy as the *“freedom to institution to manage its own affairs in regard to administration. It is the freedom to manage the affairs in such a way that it stimulates and encourages initiative and development of individuals working in the institutions and thereby of the institution itself”*; and financial autonomy as *“the freedom to the institution to expend the financial resources at its disposal in a prudent way keeping in view its priorities.”*

Therefore, **autonomy and accountability are often considered two sides of the same coin**. The CABE report defines accountability as the *“the academic, administrative and financial responsibility with defined goals for each constituent namely teachers, students, administrative staff and all others aiming towards providing quality education for the betterment of the society. The yardstick of measurement of accountability includes self-regulated or agency-regulated adherence to rules; self-motivated efforts towards accountability and pro-active role in conceiving and implementing innovations”*. While autonomy ensures forward progression of educational institutions without the dead weight of state control hanging, accountability is essential to ensure that the freedom given to institutions given by way of autonomy is regulated.

The recommendations (on autonomy) of the CABE committee are as follows:

Academic Matters: *“There is a need to grant autonomy to individual institutions in matters of design of curriculum. Universities may, however, provide a broad framework within which individual faculty members both within the university and in the colleges should be encouraged to innovate and experiment to transform teaching and learning into a fascinating and rewarding experience for them as well as students.”*

Financial Matters: *“In respect of self-financing institutions/courses in government and government-aided institutions, it is desirable that fees are kept at levels which meet the actual cost of imparting education and create some reasonable surplus which should be utilized for up gradation of infrastructure and facilities without allowing commercialization. All institutions should be required to adopt certain disclosure standards with a view to containing malpractice in relation to fees.”*



To ensure accountability the Committee recommends “system of audit including internal audit in respect of both government and private institutions should be strengthened with a view to ensuring proper expenditure management and compliance of financial rules and regulations. The outcome of the audit reports should be discussed and acted upon for improving the overall financial management in the higher education system. Audited statements of every institution should be made Public”.

Thus, while the increase in demand for management education has resulted in encouragement of individual private institutes, it has also allowed few financially motivated entrepreneurs to set up institutions, offering poor quality education, in a field which is considered “non profiteering” in nature. Here, autonomy has not been the culprit; lack of a system of accountability is to be blamed.

In the landmark **T.M.A. Pai Foundation vs State of Karnataka** judgment, the Court acknowledged the contribution of private players in the following words: *“Private education is one of the most dynamic and fastest growing segments of post-secondary education at the turn of the twenty-first century. A combination of unprecedented demand for access to higher education and the inability or unwillingness of government to provide the necessary support has brought private higher education to the forefront. Private institutions, with a long history in many countries, are expanding in scope and number, and are becoming increasingly important in parts of the world that relied almost entirely on the public sector.”*

The Court also upheld the private institutes' right to autonomy by stating that *“while the state has the right to prescribe qualifications necessary for admission, private unaided colleges have the right to admit students of their choice, subject to an objective and rational procedure of selection and the compliance of conditions, if any, requiring admission of a small percentage of students belonging to weaker sections of the society by granting them freeships or scholarships, if not granted by the Government. Furthermore, in setting up a reasonable fee structure, the element of profiteering is not as yet accepted in Indian conditions. The fee structure must take into consideration the need to generate funds to be utilized for the betterment and growth of the educational institution, the betterment of education in that institution and to provide facilities necessary for the benefit of the students.”*

Defining the role of a regulatory body, the Court stated: *“The right to establish an educational institution can be regulated; but such regulatory measures must, in general, be to ensure the maintenance of proper academic standards, atmosphere and infrastructure (including qualified staff) and the prevention of mal-administration by those in charge of management. The fixing of a rigid fee structure, dictating the formation and composition of a governing body, compulsory nomination of teachers and staff for appointment or nominating students for admissions would be unacceptable restrictions.”*

The twin aspects of autonomy and accountability of private institutes, were addressed by the Court as follows: *“in as much as the occupation of education is, in a sense, regarded as charitable, the government can provide regulations that will ensure excellence in education, while forbidding the charging of capitation fee and profiteering by the institution. Since the object of setting up an educational institution is by definition “charitable”, it is clear that an educational institution cannot charge such a fee as is not required for the purpose of fulfilling that object. To put it differently, in the establishment of an educational institution, the object should not be to make a profit, inasmuch as education is essentially charitable in nature. There can, however, be a reasonable revenue surplus, which may be generated by the educational institution for the purpose of development of education and expansion of the institution.”*

.....contd.

Thus, while management education has grown fast for the good of the society, it has also brought along with it the ills that are often associated with such rapid growth. The entire ecosystem has evolved into a highly tiered structure. There are good performing colleges that offer high quality education and are considered amongst the best in the country, for whom autonomy in every aspect of admission, curriculum, fee fixation etc is a vital part of their growth and is essential for them to stay competitive. On the other hand, there are a few institutes that do not have the adequate infrastructure, faculty quality to deliver quality output to the industry. Such institutes may end up being money minting-machines; without a sharp focus on quality. An autonomous environment for these institutes, offers such institutes a 'comfortable' setup for them to pursue their financial motivations in what is considered as a 'charitable' occupation.

Considering the complex and diverse landscape of the PGDM institutes, a singular notification governing the autonomy of all the colleges may not be the right way forward. While autonomy is essential for the well performing institutes, it acts as a cushion for the financially motivated institutes. One of the solutions, as recommended by the NKC report and CABE Committee report involves the setting up of an accreditation body, differentiating the institutes based on their performance in several pre decided criterion like academic excellence, research focus, faculty quality, placements, industry linkages, infrastructure etc. State guidelines for the institutes could then be framed with focus on offering the right environment required by the different classes of institutes to move forward.

The AICTE notification which appeared in the December 28, 2010 edition of major national newspapers, thus curtails the essential rights and requirements of private independent B-Schools; required to maintain high quality of education, to stay competitive and to create an identity of their own, which is necessary with the changing student and industry demands. The notification is in stark contrast to the recommendations made by various Committees and the Supreme Court judgment, and is endangering the existence of several institutes of excellence (which offer PGDM) in an attempt to restrict the unscrupulous entrepreneurs who bypassed the Council's own regulatory mechanism.

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Advt. No. : Legal 12(06)/2010

NOTICE FOR AICTE APPROVED PGDM INSTITUTIONS

All India Council for Technical Education (AICTE) has introduced a system of e-governance in its approval process to ensure utmost transparency and swiftness in decision making.

Further in exercise of power conferred under section 10(k) of the All India Council for Technical Education Act, 1987 (52 of 1987) and in the meeting of the Council held on 20th September in the Emergent Council Meeting, 24th November, 2010 the Council Meeting and other relevant orders issued on the subject, the Council has approved following provisions in terms of regulations for PGDM courses:-

1. All Post Graduate in Management (PGDM) shall be of duration not less than 24 Months.
2. Admission to all PGDM Courses shall be done through common entrance test such as CAT/MAT or Examinations conducted by the respective State Governments for all Institutions other than Minority Institutions.
3. The Admission to PGDM, PGDM (Executive) and PGCM shall not start before 31st March of the Academic Year.
4. Model Curriculum/Syllabus for PGDM, PGDM (Executive) and PGCM shall be issued by the Council.
5. Admission to PGDM Programs shall be conducted by the respective State Governments through their Competent Authority designated for such purpose.
6. The fees to be charges for the PGDM, PGDM (Executive) and PGCM Programs shall be approved by the Fee fixation Committee of respective State Governments.
7. Conduct of examination/arbitration on matters of examination shall be decided by the All India Board of Management, AICTE.
8. The academic session shall normally be from June 1st to May 31st of the succeeding year.

The institutions seeking approvals for the above purpose shall apply on the website of AICTE at URL <http://www.aicte-india.org> in the prescribed format as per following time schedule:-

1. **Receiving online application** : 30th Dec, 2010–28th Feb, 2011
2. **Processing of application** : 1st Mar, 2011 – 31st May, 2011

NOWHEREFORE, it shall be mandatory for all the existing AICTE approved institutions to upload the information, in the prescribed format on the web portal of AICTE, to enable the Council to process applications for academic year 2011-12.

MEMBER SECRETARY

Eight provisions in the AICTE noticed released on 28 Dec 2010

Provision 1

All Post Graduate in Management (PGDM) shall be of duration not less than 24 months

- While there are renowned 1 year post graduate programs in management education (INSEAD and ISB), which are globally recognized by the industry, even the PGDM programs in India, including the ones offered by the IIMs, considered to be the premier institute for management education in India, are of the duration of 21 – 22 months.
- Though the number of teaching days can be fixed, a forced postponement of employment without any productive outcome is highly undesirable. This would result in industries having to postpone their recruitment decisions, which if it happens, would negatively impact both the industries and students.

Provision 2:

Admission to all PGDM courses shall be done through common entrance tests such as CAT/ MAT or examinations conducted by the respective State Governments for all institutions other than the minority institutions

- In P..A. Inamdar vs State of Maharashtra, (2005) 6 SCC 537, the Court upheld the holding of common admission tests by the association of professional educational institutions of the same category with selection based on merit. The Supreme Court has also upheld the private institutions' right to devise its own selection procedure, based on examinations and oral tests, to ensure and maintain the quality of the students.
- State government examinations are stressed in terms of their ability to conduct examinations and deliver results on time. As a result, admissions process of engineering and management institutes in these states have had to delay their admissions to as late as Aug – Sep, which completely defeats the objective of the provision (1) and (3) of the Notice.
- A blanket examination system drives out variety and excellence. It also brings up the question of whether the suggested examinations are validated. While CAT and MAT solely test the aptitude skills of the students, subjective questions and business decision making has been a core part of the XAT exam. Similarly, the unpredictability in the pattern of the XAT exam requires the aspirants to have strong fundamentals.
- MBA/ PGDM education is national in character. Apart from CAT/ MAT, if admissions are allowed to take place only through State conducted examinations; it would make the exam State level in character. Admission through national level examinations also ensure interaction between students from different cultures and geographies, thus developing mutual respect and an all India character in students, a vital aspect which the industry takes into consideration. State entrance exams will defeat this purpose and employment opportunities will get restricted to the boundaries of the state.

- Specialized institutes which cater to specific industries (like MICA for Communications Management, IRMA for Rural Management) will be impacted adversely. These institutes require certain competencies in students which is best tested through the examinations and admission process designed by experienced professionals. Whether the State Government will be competent enough to cater to the needs of the specialized institutes posts a questions mark.
- Every institute has certain competencies as well as focus areas built over a period of time, and based on the relationship with the corporate, they look for students with a particular profile. This specific profile lends the B- School distinctive image and helps it build a brand and reputation. Separate identities are essential for institutes because of highly competitive scenario, because it has cascading effects on corporate placement and eventually on the institute's positioning, ranking and future growth.
- With CAT being conducted only online, students from rural regions and Tier III towns, where there are fewer computers and internet density would be at a disadvantage, offering them even lesser options to attend management entrance examinations.
- With the globalization of Indian management education, the examination structure of the same should be moving towards consideration of only national examinations for admissions. The notion of considering State Government conducted entrance examinations for admission is a backward move.
- Establishing uniformity of standards between different state governments in such entrance tests will be an onerous task. A separate stream for state level management aspirants already exists in most of the states, and hence the existing set up need not be disturbed.

Provision 3:

The Admission to PGDM, PGDM (Executive) and PGCM shall not start before 31st March of the Academic Year.

- For the last 17 years, admission process of PGDM programs starts with CAT notification published in Aug/Sep every year. CAT exams are conducted in October and result is announced in January. MAT examinations are conducted four times in an year. This provision essentially means that Group Discussions and interview process should be conducted in April and May which are usually months earmarked by all universities for their final examinations, thus impacting the availability of students.

Provision 4:

Model curriculum/ syllabus for PGDM, PGDM (Executive) and PGCM shall be issued by the Council.

- Syllabus formulation is a highly skilled and professional job to be handled by education experts. A grand syllabus structure without taking into consideration the availability of resources required for the delivery due to geographical constraints and non-availability of qualified faculty will defeat the entire purpose.
- The dynamics of management education demand that the curriculum is revised on an ongoing basis as per the industry needs. Renowned faculty members in IIMs and other leading institutes have vouched for the fact that all good faculty members always fine-tune the prescribed curriculum/syllabus as per the needs identified during their interaction with the industry.
- While an indicative curriculum will ensure uniformity and development of basic skills in students necessarily required in management graduates, a detailed compulsory curriculum will restrict the institutes from innovating, improving and adopting to real time needs.
- A compulsory curriculum will also take the responsibility away from the institutes, thus resulting in decline in quality of education delivered. With a rigid curriculum, competition dies, research falter and professors would be absolved of responsibilities. Innovations in education delivery would also falter. Also, with no flexibility to design own curriculum based on the prevalent trends, the competitive advantage offered by various B-schools, on the basis of which they differentiate themselves from the rest would also be killed.
- Specialized management courses warrant high flexibility and least standardization. It would not be possible to design and implement sector specific and industry driven programs from a centralized organization as the required expertise and industry exposure may not be always available in specific disciplines.

Provision 5:

Admission to PGDM programs shall be conducted by the respective State Governments through their Competent Authority designated for such purpose.

- The Supreme Court, in the T.M.A Pai Foundations vs State of Karnataka judgment, has upheld the right of private unaided colleges to devise and evolve their own fair and transparent method of selection. It states *“the essence of a private educational institution is the autonomy that the institution must have in its management and administration. There, necessarily, has to be a difference in the administration of private unaided institutions and the government-aided institutions. Whereas in the latter case, the Government will have greater say in the administration, including admissions and fixing of fees, in the case of private unaided institutions, maximum autonomy in the day-to-day administration has to be with the private unaided institutions. Bureaucratic or governmental interference in the administration of such an institution will undermine its independence.”*
- The admission procedure is a vital cog of the wheel, in providing quality output, for educational institutions. Every college has separate criterion on the basis of which they evaluate candidates. Centralizing this process, would restrict colleges from choosing students to ensure diversity and profile fit. Such a process would deprive the institutions the right to select the best students as per their requirement.
- With no clear definition of the constitution/definition of the “Competent Authority”, the ability and competence of the “Competent Authority” to conduct the process is questionable.
- Examinations are highly sacrosanct for the present autonomous institutions, as their entire survival and acceptance by the industry will depend upon the quality of the tested. There have been multiple cases, where incidents like mass copying, change of answer scripts, leakage of question papers have occurred in State administered examination system.
- The State level admission would also go against the national character of management education. Also, the ability of the state authorities to handle admission processes of this large a scale is doubted.

Provision 6:

The fees to be charged for the PGDM, PGDM (Executive) and PGCM shall be approved by the Fee fixation committee of respective State Governments

▪ As per the T.M.A. Pai Foundation and P.A. Inamdar judgments, private unaided institutes are to be given the autonomy to fix their fee, to ensure the growth and development of the institution. While the State bodies can oversee the functioning of the institution through financial audits to ensure that profiteering is not a motive for the institution, the private institutes' right to fix fee has been upheld by the Supreme Court. Excerpt from the T.M.A. Pai judgment – *“One cannot lose sight of the fact that providing good amenities to the students in the form of competent teaching faculty and other infrastructure costs money. It has, therefore, to be left to the institution, if it chooses not to seek any aid from the government, to determine the scale of fee that it can charge from the students. One also cannot lose sight of the fact that we live in a competitive world today, where professional education is in demand. We have been given to understand that a large number of professional and other institutions have been started by private parties who do not seek any governmental aid. In a sense, a prospective student has various options open to him/her where, therefore, normally economic forces have a role to play. The decision on the fee to be charged must necessarily be left to the private educational institution that does not seek or is not dependent upon any funds from the Government.”*

▪ Thus, while the State can play a regulatory role to ensure financial accountability on behalf of the institute, private institutes should be allowed to fix fee on the basis of the cost involved, along with a reasonable surplus essential for further growth and development.

Provision 7:

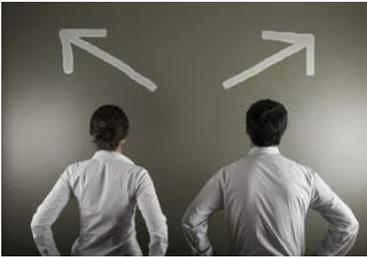
Conduct of examination/arbitration on matters of examination shall be decided by the All India Board of Management, AICTE

- AICTE is responsible for setting up the norms. If the Council decides arbitration as well, it will result in a clear conflict of interest.

Provision 8:

The academic session shall normally be from June 1st to May 31st of the succeeding year

- The final year university exams are scheduled differently in different states. As a result, it might not always be possible to commence the academic session from June 1st, as there is a high probability of having overlapping dates for the conduction of university examinations and admission commencement of classes in the Business Schools.
- Institutes should be granted the flexibility to decide their academic calendar as long as they maintain a minimum number of teaching days every academic year. The restriction to start and finish the complete course according to pre decided timelines, would not allow final year students to take up jobs earlier than deadline and therefore is a financial loss to the students and the nation.



The contribution of PGDM institutes towards furthering the growth of management education in India cannot be denied. With a high level of industry and student acceptance, tinkering with the ecosystem which has supported this growth needs to be done carefully. Being at a very critical juncture, it is of utmost importance to ensure that the ecosystem is made more conducive for the growth of the well performing institutes, at the same time restricting unscrupulous elements that are driven solely by financial motives.

Thus, a singular notification, in an attempt to curb the spreading of low quality institutions, also hampers the growth of the successful colleges, which over a period of years have worked towards maintaining quality by developing an efficient system in an attempt to achieve excellence in an ecosystem which is led by market forces. While urgent regulations are required to ensure that the quality of Indian management education is held high and does not get deteriorated, it should not result in hampering the growth of the successful ones.

1. P.A. Inamdar Vs State of Maharashtra, Case Number: Civil Appeal No. 5041 of 2005
2. T.M.A. Pai Foundation Vs State of Karnataka, Case Number: Write Petitions (C) No. 317 of 1993
3. NKC Report of the Working Group on Management Education
4. Report of the Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions
5. Management Education in India – Perspectives and Challenges by Dharni P Singh – Page 246 to Page 263
6. Article titled “CAT Among The Pigeons” authored by Chetna Mehra, published in Business World, on 31 January 2011
7. AICTE notification (released on 28 December 2010, Advt No. :Legal 12(06/2010, titled “NOTICE FOR AICTE APPROVED PGDM INSTITUTES”)
8. <http://news.in.msn.com/business/article.aspx?cp-documentid=4848583>
9. <http://www.outlookindia.com/articlefullwidth.aspx?261914>
10. <http://www.bibschoolsurvey.com/bschool2009/bschool2009.htm>
11. http://www.businessworld.in/bw/2010_06_19_Objective_Survey_Overall_Rankings.html
12. <http://rankings.ft.com/businessschoolrankings/global-mba-rankings>
13. <http://www.aicte-india.org/>



Thank You

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